

The School Journal.

Entered at the New York Post-Office for transmission through the mails as SECOND-CLASS MATTER.

Established 1870.

THE SCHOOL JOURNAL.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

TERMS.

\$2.50 per Year; \$2.00 a year if paid in advance.

E. L. KELLOGG & CO., Educational Publishers,
21 PARK PLACE, NEW YORK.

CONTENTS OF THIS NUMBER.

EDITORIAL.....Page 19	FOR THE SCHOLARS
Changes.....20	Discontent.....24
That Dull Scholar.....20	Father and Mother.....24
School Excursions.....20	Golden Thoughts.....24
What I Want my Boy to be, 21	Final Proceedings of Con- gress.....24
Impure Water in the School Room.....21	News of the Week.....24
Educational Thought.....21	Interesting Facts.....24
THE SCHOOL-ROOM.	EDUCATIONAL NOTES.
Chemistry.—II.....22	New York City.....24
Philosophy Lesson.—II.....22	Elsewhere.....25
School Exhibitions.....22	LETTERS.....26
Lesson on Alcohol and the Blood.....22	EDUC. MISCELLANY.
Language Lesson.....23	What Teaching Is.....26
Examination Questions.....23	Agnosticism and Nihilism.....27
Grube's Method in Num- ber.—III.....23	The Stinging Tree.....27
	Modes of Salvation.....27
	BOOK DEPT.
	New Books.....28

New York, July 12, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said now.

THE Dramatic School, to be opened in the New Lyceum Theatre in this city, is already an assured success, financially. The Directors report that a large number of very promising pupils have applied.

THE most recent convert to co-education is Mr. Blaine. In a recent address he expressed his opinion that it would be a good thing for Vassar College to admit forty or fifty nice young men. What does Vassar think about it?

THE editor of the *School Journal*, Dayton, Washington Territory, places himself squarely on the principles and practices of the "New Education." His suggestions are excellent. We congratulate the Western coast upon having so intelligent a leader of thought as Mr. McCully seems to be.

GEN. T. W. CONWAY, of Brooklyn, was for five years superintendent of the public school system of Louisiana. He established 1,800 common schools in that State. It is said that under recent rule these schools have withered like the leaves in autumn. There is scarcely the stem left, let alone the fibres. Is this true?

THE little rivulet is an insignificant thing, but thousands uniting form the Mississippi, and that is not insignificant. We are rivulets—you in the school, we in the office—nothing but drops of water; but united in a great cause there shall be produced such re-

sults as shall cause the world to wonder. If each adds only a little, the combined result will be mighty. This is our united purpose—you and we—workers for a new and better education than the world has ever yet seen.

THE Georgia teachers are not satisfied with the program of the National Association because the speakers to whom subjects concerning Southern education are assigned are not representative Southern men. A negro is on the program, and some Georgia teachers feel a delicacy in presenting themselves with such a representative. The old question is up again; in fact, it is always up and likely to be for the next century. The negro must become intellectually, morally, and physically equal to the white man. Education will do it; nothing else; it is a wonderful uplifter.

"VERMONT school teachers are prohibited by law from the use of tobacco." Why? Is not food good for teachers also good for parents? We are very careful to keep drunken and profligate pedagogues out of the school-room. Why should they not also be kept out of houses? If a prohibitory law is good for one class of citizens, why not for all? We don't exactly understand the justice of this discrimination; perhaps some of our readers can enlighten us. The law of the school-room should be exact justice to all, and no partiality. Is it not equally good in the world?

It is often asked how education prevents crime. Many cannot see why a knowledge of arithmetic, grammar or geography can by any manner of means make one better. Let us see. The other day two sisters became very angry at their father, and one of them struck him a murderous blow. All were low down negroes. Now, if that family had been educated to patient thought it would have created habits of self-government. Bitter words would, very likely, not have been spoken, or if they had, tongues would have been restrained and a violent outbreak avoided. There are valuable lessons in morality in the proper study of the multiplication table. All true learning makes us *better* as well as *wiser*.

How often are we called upon to record the history of men who have stood high in the estimation of their fellow citizens, popular in society, but have fallen into the depths of shame and disgrace. In Ludlow Street Jail, in this city, to-day is shut up a young man, the son of a distinguished Presbyterian clergyman, who had not the moral courage to restrain himself from the most dishonest practices. Think of his humiliation, remorse and heartache. How he must reflect concerning blasted opportunities, and untold sorrow caused by his "sharp" practices. Teachers cannot too earnestly impress habits of entire honesty upon their pupils. They should be learned early in life, and the school has wonderful opportunities for making them permanent.

CAN my experience supply another person with knowledge? If I go to Europe and learn by sight what I have before only known by faith, can I supply to my pupils a knowledge of what I have seen, or must they wait until they go also? In other words, is the word *knowledge* synonymous with *experience*? Think of these questions: Can you teach geography without actually taking your pupils to the places described? Can a child know what a kangaroo is unless he actually sees and handles one? Perhaps these questions will come on a hot summer afternoon under the trees. It will wonderfully refresh the educational world to have them settled.

It may help in the solution of these problems to hear Hon. J. W. Dickinson. He says: "Every man who becomes wise, must make himself wise by the activity of his own mental powers, and when he dies his wisdom must go with him. It is true that if he is fortunate enough he may leave some expressions of his wisdom behind him, but these expressions are to be interpreted, and they can be interpreted by those only who are able to think the same thoughts and to know the same knowledge by an independent activity of their own minds."

WE have been asked to define our political platform. We are protectionists—home and school protectionists, parent and child, teacher and trustee protectionists. We would protect the children from incompetent teaching, from lumbering courses of study, from senseless grind, from intellectual surfeit, physical sins and moral contamination. We would protect good teachers from fear of constant change and lowering of wages. We would protect the profession from being imposed upon by quacks and ignoramuses. We would protect the schools from corrupt literature, and homes from its presence. Our ideal platform is very high—so high that our party will not be able to nominate a president with much hope of receiving many votes. Still the time is coming when protection will be the watchword of a party, the purest and noblest the world will ever see.

This is our political platform, and these our principles.

If any of our readers are willing to join our party and are willing to work for our principles, and will write us their names and addresses, we will send them important documents, calculated to do those to whom they are presented considerable good. We are in earnest in this affair, as in everything else connected with the JOURNAL. There should be organizations in every school district in the United States, with officers and a perfect organization. You will hear from us again relative to this matter. In the meantime ask yourself this question, "What can I do towards protecting the children under my influence from evil influences of all sorts?"

For the SCHOOL JOURNAL.

CHANGES.

The tenure of office in our profession is very short. Most country schools employ two teachers each year, and village and city graded schools do not often make contracts running beyond ten months. Our principals seldom buy a house and settle down for a term of years. Nothing like the old country permanence is known among us, and we do not advocate at present that it should be imported. Still it is exceedingly desirable that the term of office should be much extended. This constant change is dispiriting. It takes all the heart out of a teacher to feel that this year may be the last, and he will go with little thanks.

The common arguments leading to a change remind us of the old Long Island fisherman and Governor Dix. During the campaign when Dix ran a second time for Governor of the State, he happened to walk to the beach at Westhampton one day, and met on the way an old fisherman who was mending his nets. The fisherman did not know the Governor, so Governor Dix asked him: "Well, how's politics down here?" "Kinder quiet," said the old man. "I don't take much interest, but I'm ag'in Dix." "What's the matter with Dix?" asked the Governor; "hasn't he done well at Albany?" "Fust rate," said the fisherman, "fust rate; I hain't got a word ag'in him." "Then why won't you vote for him?" "Wal," said the fisherman, "eels is a-gittin' sarce, and I think it's 'bout time for a change."

Much can be done by teachers themselves to render changes less frequent. Dr. McCosh recently expressed an important truth when he said that the main means his college used for increasing the number of its students was the improvement in its teaching. Skilled labor is always in demand. When a teacher convinces his patrons that he is engaged in doing a very important work which must take time, they will give him time to carry out his plans, and if in the end success is reached, they will usually give him additional time to try the experiment over again. If the popular belief is that teaching is a work requiring no special training or skill, but one in which any person can engage, there will be no special desire to continue the services of any one person. A very trivial cause will displace him, but if it is shown that the work done is professional, requiring knowledge and experience, a much greater degree of permanence will be assured. Family physicians are not often changed, capable lawyers retain their clients for many years, and it is not uncommon for ministers to remain in one parish for a life time. Professional skill is the first requisite to permanency in our work. We must learn the science of teaching as well as the art.

Interest is a second factor. A dull prosy speaker has few hearers—he deserves to have none. The spirit of the age is earnestness. Nothing can be accomplished without it. If a teacher is uncertain whether he will continue in the work, he is sure to fail. It is often said that Spurgeon is no orator, that we have scores of better preachers in America, but it is evident that Spurgeon has succeeded where scores of better sermonizers would have failed. He sticks to his work. The same can be said of Moody. The dry dead preaching of some speakers never evokes the sympathy of men's hearts. It is devoid of interest.

Let teachers learn wisdom by these hints, and make themselves so indispensable that the people will not want to give them up. It is far better to leave when you are wanted to stay than to stay when you are wanted to leave.

For the SCHOOL JOURNAL.

THAT DULL SCHOLAR.

Teachers are often troubled with peculiar pupils. They are either dull, or noisy, or stubborn, or wicked, and it is difficult to tell what to do with them. Froebel was just such a boy. His teacher pronounced him idle and lazy—a boy that nothing could be done with. He hated formal lessons with

which he was crammed, and was never so happy as when left alone with his great teacher, the woods. The result was he left school almost as ignorant as when he entered it. This is the statement of Payne.

From the same source we learn that Jacotot displayed some remarkable characteristics. He was what teachers considered an "objectionable" child. He always "wanted to know you know," why this thing was so and why that other thing was not. He was not at all adapted to the "methods intended to open the mind of a child like an oyster." He refused to acquire all kinds of knowledge that could not be gained by his own efforts. He would not learn grammar by heart nor anything arranged for him by others. Every thing he learned he taught himself. Authority was his enemy. Many other instances of rebellious children could be adduced among which would be Sir Isaac Newton, Sir Walter Scott and Benjamin Franklin. They rebelled against "rote" teaching and "didactic" instruction. Their manhood was early developed and they stubbornly refused to have it crushed or dwarfed. What men they became! How the world admired their characters! Some have become great in spite of stupid teachers and formal methods, but many more have been made into small specimens of humanity. We offer the following advice.

1. Find out what makes the child bad. Correct it if you can. Go to the family, if it be possible, but at all events go to the very foundation of his nature.
2. Give him what he likes to do and enough of it. Keep in the line of his activities. If he is happy and busy, and not in mischief do not fear.
3. Do not scold, but begin to say *must* as soon as you can. Say this not in words, but in manner and example. Keep him at one thing long enough to do it well, if it be nothing more than assorting beans, peas, and corn, and making piles of each. Persist in forming habits of diligence perseverance and constant industry.
4. Be careful to keep the knowledge that you are teaching him away from him. Make him think that he is "paddling his own canoe" as he certainly is if he is learning.
5. Get thoroughly into his confidence, and love him if you can. If you cannot love the *whole* of him, love a little. Something about him will be good.
6. Get him to help you. It will help him more than it will aid you.
7. Ask his advice about little things in which his judgment will be likely to be good.
8. Show him occasionally that he is wrong and lead him to acknowledge it, *voluntarily*. It will help him mightily.
9. Govern his associations, reading, habit of being out at night, and mode of talking. Elevate his tastes. Read to him, and get him to read to you. You say, "O dear! who can do all this? It is the work of an angel." Well, try. Do as much as you can. The salvation of that child may be the crowning work of your life. Though he be the one ugly specimen in your collection, he may become the one polished gem in the diadem of your rejoicing.

WHAT CONSTITUTES A TEACHER?

1. Physical and mental vigor.
2. A well disciplined mind.
3. A disposition to look for short-comings in ourselves instead of in our pupils.
4. A determination to know more every day; to know more than we are required to teach; to know more than our fathers knew; and to be abreast of the advanced thought of the day.
5. Real genuine love for the work, a thorough knowledge of mental growth, a hearty sympathy with children.
6. Tact.—J. FAIRBANKS, in *Mo. School Journal*.

Of all other servants of the people none are so poorly paid for their services as are the conscientious, hardworking teachers.—HENRY WARD BEECHER.

For the SCHOOL JOURNAL.

SCHOOL EXCURSIONS.

BY G. B. HENDRICKSON, New York City.

While teaching in New York, I obtained permission of the trustees to take my boys on a semi-scientific excursion once a month. On such occasions we visited Fort Washington, Fort Lee, High Bridge, the Brooklyn Navy Yard, Sing Sing Prison, the Military Academy at West Point, Harper's Book Establishment, the Palisades, Fort Hamilton, Fort Wordsworth, and many other places. Some of the happiest days of my life have been spent in this way. If rightly conducted nothing does pupils more good. It opens their eyes, enlarges their minds and brings them in loving contact with nature. It gives them something to write and talk and think about for weeks to come. The preparation of boxes and blotters for specimens, aerial and marine greatly pleases them. I have repeatedly taken large numbers of boys on these excursions from some of the hardest neighborhoods in this city, spending whole days in the woods and by the sea-shore, and never yet had a single case of accident or disorder. I have been to Clifton S. I., at least a half dozen times and never failed to have a good time. The ride down the Bay is exciting and beautiful. The innumerable craft, the green and glittering islands, the frowning forts, the gentle slopes, the far-away blue hills of Jersey, all combine to make a panorama at once picturesque and peerless. The village of Clifton is one of the prettiest hamlets in the vicinity. Behind the town are high-downs or commons, overlooking Newark Bay, where boys can play ball, chase butterflies, catch gold-fish, turn somersets, and make all the noise they please without disturbing any one. To the south are plenty of fields and woods, where spring beauties, May flowers, hepaticas, honeysuckles, azaleas, dog-tooth-violets and all manner of wild flowers can be plucked. Indeed the fauna and flora of this region can not be surpassed. Just below the Fort is an excellent well of cold water, and near by a nice secluded spot for fishing or sea-bathing. Then, there is the light-house with its immense lantern, its revolving and flashing lens, a landmark by day, and by night, guiding the commerce of a hemisphere to our shores. Last and greatest of all is Fort Wadsworth, with its splendid mural architecture. This never fails to interest the boys. Its lofty parapets, its massive bastions, its mysterious magazines, its groined arches, its long lines of casemates and carriages, its innumerable cannon, its noble barracks, are all viewed by them with wonder and delight.

Near every city and village is some delightful spot full of objects of natural interest. Leaves, rocks, stones, flowers, land and water animals can be collected and preserved for study in after days. Many written exercises can be obtained from the memory of scenes and incidents, and thus grammar, geography and natural history studied to some purpose. Thus properly used these excursion days are of great use to both teachers and pupils.

SCHOOL HYGIENE.—School Hygiene naturally admits of treatment under two classes of topics, one referring to the character and condition of the school house and its appurtenances, the other to the exercises specially designed and practised to promote the health and develop the strength of the children. It is in the former class of topics chiefly, that the rural schools are particularly interested. These topics should be treated in the following order: 1. Site. 2. Ventilation and Warming. 3. Water-supply. 4. Sewerage. 5. Furniture. 6. Cleanliness.

CLEAN DRINKING WATER.—Edwin J. Howe, M. D., in an article in *Popular Science Monthly*, gives the following directions for obtaining pure drinking water. Filter the water slowly through properly adjusted vegetable charcoal placed in an earthen receptacle of some kind, so that the water will not come in contact at any stage of its passage through the filter with metal of any kind. Cool the filtered water by placing ice under or around the vessel in which the water is contained, but do not put the ice into the water, or its impurities will be liberated by melting and contaminate it.

WHAT I WANT MY BOY TO BE.

I wish my boy to go into the world, informed. I know what he will meet there, and I want him put on a better vantage-ground for all these meetings. How can I better get at the education I wish him to have than by considering what he ought to have when he comes to need it? Let us consider what he will have need of; he will meet—

(1) Temptations. How can he be guarded against them? I would have him taught Morality, not in theory only, but with that deep enthusiasm for The Right, The True, The Good, The Beautiful, without which no virtue is safe and no success complete. I want him to be religious without being theological, pious without being hypocritical, and zealous without being fanatical. I want him to have faith without superstition and religion without bigotry. You remark that all this is as much the work of the parent as of the instructor. And yet I don't want to send my boy to a teacher who lacks all this; do I? Mind: I do not ask my boy's teacher what he believes; it is not the creed, but the life I am looking for in the person of the instructor of my son.

(2) Selfishness. This is the great present and coming curse. The days of chivalry and religious and knightly self-forgetfulness are gone; the days of trade and greed are full upon us. It is one wild scramble for office and money with scarcely a disguised profession of patriotism, honesty, or philanthropy. Men steal, and unless detected, count it no evil. How can I fortify my boy against this current? The example and words of his teacher should do much; every teacher should be to his every pupil a hero and a god. There is no danger of too great worship. But to this I want to see added such a teaching of history as shall bring out into glorious knighthood grim old Oliver Cromwell, and gentle Philip Sidney, manly Bayard, and glorious Washington. I believe in Biography rather than in History. Give us the warm life of noble men and not mummies, nor statistics, nor facts. Do you know of any school where they so teach history?

(3) He will meet disease, accidents and dangers. The best way to meet these is not with a policy in an accidental insurance company, but an education which shall insure presence of mind. A few rules and principles impressed on the mind will cause one to act the hero in moments that try men's souls. I do not know why physicians should monopolize all that education which tends to relieve or prevent pain, disease, or if so be, death. At any rate, I want my son to know enough about all this to be able to act the man when he shall be called. I want him taught physiology, hygiene and anatomy, not from a text-book, but by the more sensible method of the dissecting-room—or, if this is impossible, from the manikins which can be got so well made from Paris, from the skeleton and the study of the anatomy of the lower animals. Those things relating to anatomy, as differing in the sexes, and the principal facts of generative physiology, I took pains to teach him long ago; I don't want my son to learn these things from any lips less pure and dear than mine. Often he has made me his confidant, where I know other boys would have been lured to evil. Now, do you know where that wise man teaches, who will wisely, with microscope and skeleton and dissection, teach my boy a practical physiology and hygiene, and such a knowledge of remedies as will make him of some use in an emergency?

(4) He will meet men socially. Those gifts which make an evening enjoyable,—music, and the ability to talk, should be cultivated. He will meet them in a business way (i.e., selfishly.) He must learn to control his tongue, his face, his temper, and his thoughts. He must know the technicalities of business, and broader than that, the laws of trade and the science of political economy. He will meet them associatedly. He must know parliamentary rules and be skilled in quarreling by rule—able to preside—and content to go without office. As a Christian he must do his part unselfishly in and towards the church he attends.

(5) He will owe duties to his country. I would

have him taught the principles of government and of common law, and the necessity for, and the meaning and abuse of such terms as "loyalty" and "patriotism."

(6) He will meet things. Briefly (pedantically, if you will) all thought comes from things. We see things: we are *thinged*; i.e., we think. I don't want my boy to go through the world with his eyes shut. Who discovered attraction of gravitation? Who the phosphates under our own soil? Who invented the steam engine, or the telegraph? Plainly, somebody who was able to think and did think, and who thought because he observed things. Yes; I want my boy to know something about things. The Science of things, or so much of it as we technically include in the branches of geology, mineralogy, chemistry, and natural philosophy, holds almost the first place in my idea of the importance of the sciences my boy must know.

(7) He will need to know how to judge. Faraday says that a deficiency of judgment is the most common intellectual fault. A clear judgment will cause a man to be looked up to, when office and money won't. I do not know what better safeguards can be thrown about a boy than to beget in him a keen enthusiasm and a sound judgment to direct it. To be sure, much of the stuff we make a sound judgment of must be born in us. But I conclude that the weakest of us might have been a better judge if he had had that faculty earlier trained. Already he has been taught to distinguish color, distance, form, weight and size; these he has been taught by his mother. What I want now is a teacher who will carry on what she has begun.

(8) He will meet occasions. Who is the statesman? Simply he who has wit enough to know when an opportunity is come and has knowledge and speech to meet it. To every man, great and small, come these chances which make or mar his future and which break and make the happiness of others. I am thinking now of ability to speak. I want him to know how to use words. Mere grammar is dry husks, but words—swift, terse, burning words—he must learn to store and use. I want a teacher who will teach speech, and not the grammar of it merely.

For the SCHOOL JOURNAL.

IMPURE WATER IN THE SCHOOL-ROOM.

How can it be told when water is not fit to drink?

1. Water from stagnant pools should never be taken into the human system. It is almost certain to be full of the germs of death.

2. Water standing in a close room for several hours absorbs many gases from the air.

3. Water standing in recently painted pails is often poisonous. The lead is absorbed and will produce painter's colic.

4. Water containing sulphur or iron, or other minerals, will produce the same effect on the system as though medicines had been administered.

5. Wells near the cowyard or a cess-pool, or near decaying animal, or vegetable substances, will be contaminated. By drinking such water malaria, scarlet and typhoid fevers will be taken. In the City of Auburn, N. Y., typhus fever was given to an entire neighborhood through the carelessness of a single family. The water of a public well was poisoned and many deaths occurred. Cows drinking impure water impart the germs of disease to their milk. Milk from slop fed cows in cities is not fit to be used.

What water is pure?

1. Water from wells remote from contaminating influences. It must have no taste.

2. Lime water is not necessarily impure. Our system needs some lime.

3. Water from running streams, or springs flowing from rocks is likely to be the best.

4. Water from a clean cement cistern, if filtered and boiled, and made cool by ice, is generally pure. Sparkling and cold water is not necessarily pure. How to test water.

Put a little nitrate of silver in a small bottle of water, let it stand until the water has taken up all it will. Drop a little in the suspected water and if there is chlorine, which is a sign of sewage, there will be a dark precipitate formed which will grow darker on standing.

EDUCATIONAL THOUGHT.

OF little value will the most liberal education be if it is secured at the peril of health.—*Zion's Herald*.

AFTER all, perhaps the best thought to be gathered from the misfortune of Wall street is that it pays to plod.—*Presbyterian*.

WE fully appreciate the sermon from the common teacher. "Give me something practical."—*Intelligence*.

THERE is no temptation more seductive than that which leads the teacher to be sarcastic, attempting to discipline the school by rousing the feelings of the children. This can never be vindicated, and always indicates weakness on the part of the teacher. It should be avoided with the utmost care.—*American Teacher*.

LEARN the names of every wayside flower, both botanical and provincial designations, and teach them to the little folk, who will remember such instruction longer than their arithmetic or grammar lessons, will gain as much discipline in learning it, will enjoy it better, and will be none the less proficient in other studies because of this systematic diversion out of school.—*Selected*.

EVERY great reformatory movement which relied on enlightened public sentiment for its promotion and success has passed through three distinct stages of development—the inchoate stage of conception, the chaotic stage of transition, and the crystalizing stages of practical and final adoption. History but repeats itself in the educational experiments of the Southern States.—*Educational Courant*.

DR. BUSHNELL, once said, "all things touch on the moral." He was referring not so much to the man himself, as to those institutions in which he finds his true well-being—the family, the state, etc. Now, because all things touch on the moral, whether in man or in societies of men, the moral part must be attended to first and above all things. It lies at the foundation. It is not second or third in importance, but first. It is the only true standpoint in building man, society, or the nation.—*Selected*.

THE Board of Education took a small step in the right direction Thursday when it cut down the salaries of high school assistants to \$2,000. These gentlemen have been getting as high salaries as the grammar-school Principals who have charge of from 1,200 to 1,600 children, which was manifestly unfair, as the high school teachers have shorter hours, hardly any responsibility, and it takes no special qualification to teach a smattering of Latin, Greek, and higher mathematics, the useless favorite high school studies.—*Chicago Tribune*.

"SEIZE the moment of excited curiosity for the acquisition of knowledge." Excited curiosity quickens perception and renders attention easy. Recollection depends chiefly upon the interest felt and the vividness of the original perception. It would be a mistake, however, never to try to acquire knowledge except when curiosity is excited. No man should make action depend entirely upon moods. Something there is in every thought which, properly presented to the eye of the mind, will make it, for a moment or permanently, attractive.—*Selected*.

It is only a question of short time when the advantages of the leading universities will be open to all, regardless of sex. No longer are the objections to higher female education considered seriously valid by the prominent educators of the country. Women have thoroughly demonstrated their ability to cope with men in the higher branches of study, wherever they have been allowed the privilege of competition. In England, Queen Victoria took the initial step in 1878, when she proclaimed, "that we do by virtue of our prerogative royal, and of our special grace—will, grant and ordain, that all the powers and provisions relating to the granting of degrees and certificates of proficiency, shall henceforward be read and construed as to women as well as men."—*Mo. School Journal*.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

CHEMISTRY.—NO. II.

HYDROGEN.

WHAT TO GET.—A bottle like those in the figures, united by tubes and rubber connections.

WHAT TO DO.—

Place in bottle (a) bits of zinc, and then pour through the funnel tube (b) first water, and afterwards sulphuric acid, adding just enough to produce an abundant evolution of the gas.

FACTS.—The zinc is taking the place of the hydrogen in the water. The milky look given to the water is sulphate of zinc. After the experiments are completed the water may be evaporated, and crystals of the salt obtained. The hydrogen is made to pass through the water in bottle (d) in order to purify it. Water dissolves and holds much of what passes through it.

EXPERIMENTS.—1. Collect a tumbler full of the hydrogen by inverting it full in water. If the end of the tube from bottle (b) passes under the tumbler, it will soon displace the water and become full of the gas. Light a match; slowly raise the tumbler and apply the burning match to its mouth. Notice the inside of the tumbler is coated with steam.

QUESTIONS.—With what does the hydrogen unite when it burns? What does it form? What caused the slight explosion when the match was applied to the mouth of the tumbler? Suppose the tumbler had been inverted, mouth up, before the match had been applied, what would have taken place? Is it lighter or heavier than air do you think?

OTHER EXPERIMENTS.—1. Plunge a lighted candle in a jar of hydrogen, as in the figure. Notice that the candle is extinguished while in the gas. 2. Make hydrogen gun of a tin tube, closed at one end, provided with a cork at the other. Having a priming hole on one side near the closed end, it may be filled by holding it for a few seconds over the Philosopher's lamp when it is not ignited. The gas is allowed to pass in, placing the finger over the hole until the gun is about one-fifth full, as nearly as one can guess; the gun is removed, and a lighted match applied to the hole as soon as the finger is removed.

CAUTION.—Do not ignite the gas until all the air in the generating bottle has been expelled; a violent and dangerous explosion might occur.

SUGGESTIONS TO TEACHERS.—Pupils love to try experiments. These simple ones can be safely left in the hands of the older ones, and, after a little practice, can be exhibited before the school. Ask a great many questions—the more the better, provided they draw out the pupil's thought, and lead him to investigate for himself. Do not try experiments for amusement merely. Keep alive the interest, but do not let it generate into mere Fourth of July noise. Education is the end and aim of all school work.

NOTE.—These figures are taken by permission from Steele's "Fourteen Weeks in Chemistry," A. S. Barnes & Co., Publishers, New York and Chicago.

If you find yourself inclined to wake up at a regular hour in the night and remain awake you can break up the habit in three days, by getting up as soon as you wake, and not going to sleep again until your usual hour of retiring; or retire two hours later and rise two hours earlier for three days in succession; not sleeping a moment in the daytime.

For the SCHOOL JOURNAL.

PHILOSOPHY LESSON.—NO. II.

SUPPORTS.

Let the following experiment be performed before proceeding with the lesson:

Find the center of gravity in a rectangular board one inch thick. Mark the c. g. Stand the board upon the table, with the largest surface of the board perpendicular to the surface of the table; the shortest edges of the board parallel with the edge of the table. Shove the board slowly beyond the edge of the table. Notice when the c. g. is directly over the table's edge. Shove the board still farther. Repeat. Notice the exact position of the c. g. when the board falls. **Question.**—Why does the board not fall before the c. g. passes beyond the edge of the table?

Ask the class, "What will this book do if I let go my hold of it? What does an apple do when the stem that holds it to the tree, breaks? Why do things fall toward the earth? Why do they not fly off into the air like drops of water from a revolving grindstone? I tie a string around this book and pull on the string. What does the book do? The string acts as a force upon the book, drawing it toward me. There is a force which pulls all bodies toward the center of the earth. It is called the attraction of gravitation. I hold the book over the table and let it fall. Why does it not fall to the earth? What does the table do to the book? What do the legs of the table do to the top? That which holds a body up is called a support. What supports the floor of this room? What supports the ceiling of a church? Point to the support of your desks. What supported the board in the experiment? Did the board stand when a part of it was moved beyond the support? What part was moved beyond the support when it fell? Will this book fall if I support only one corner? You found that the prism did not fall when but a single point was supported: what point was that? What part of a body do you conclude then must be supported in order to keep it from falling?"

For the SCHOOL JOURNAL.

SCHOOL EXHIBITIONS.

Shall there be an exhibition? There are teachers who oppose exhibitions, fearing it may be inferred that the exercises are a sample of the regular day's duties. Any man or woman who attends an exhibition and goes away with such an impression would also think the moon was made of green cheese. We favor good exhibitions; a good thing of any sort is worth having; it may go too far, however. Milton made his Satan too striking and handsome, for example.

Exhibition Day is properly the Pupils' Day. Dr. McCosh said at Princeton College on Class Day: "I rule every other day but this; but the students will not do a foolish thing, I am sure." So the pupils of a school may have closing exercises that will delight themselves, their parents, and give some reputation to the school; the school will become the topic for that day at least; it will have public importance; toward it all eyes and hearts will turn for a time. Being a public matter, everything should be appropriate and sweet and wholesome and have fragrant memories. Look back ye of gray heads and see if you do not remember the exhibition day in which you took part!

The day should be one that will make the participants and the on-lookers happy. Children enjoy display and ceremony; they look forward to such things for a whole year. Every effort should be made to direct them properly in their efforts, so that the result shall be made happiness. Music and flowers should form a part, a large part. The room should be decorated and the visitors made welcome to good seats.

The exercises should be appropriate—that is to the occasion and to the pupils. The speaking of Washington's Farewell Address by a small boy is not appropriate, and so of much else. Recitations of prose and poetical pieces that have a point and are understood; dialogues that deal in a natural and comprehensible way with topics that the chil-

dren understand are appropriate. So are writings (composition) by the children.

It is always in keeping with the day for the teacher to explain, in a brief and clear way, the objects aimed at in the school and to mention the efforts of the pupils to achieve them. If prizes are awarded at all (of which we are doubtful) they should be awarded on exhibition day. Anything long, wearisome and poorly done should be omitted.

A program should be prepared and an hour-and-a-half only given to execute it. School officers, the profession, and other eminent people should be invited. Some one of the latter sort, who can make a pointed and short speech, should be invited to the stage.

All of these things will help the teacher of the school, if rightly done. Looking, in imagination, into tens of thousands of school rooms, the boys so neatly clad and so brave looking; the girls so beautiful in their white dresses; the parents so admiring and so expectant; the decorated walls on which the beloved stars and stripes are seen bestrewn with evergreens; the stage on which a single pupil holds the entire audience; the anxious, yet happy teacher. We only wish we could be a visitor in each and all of them.

For the SCHOOL JOURNAL.

LESSON ON ALCOHOL AND THE BLOOD.

If possible, procure from the slaughter-house a quantity of fresh blood. Let it stand in a bottle a couple of hours. Show to the class; tell them that the light portion on top is mostly water, the red material is what makes the bone, muscle, nails and other solid portions of the body. The fluids of the body, the bile, gastric juice, milk, etc., are all composed of water, with a small amount of solid matter chemically united with them.

A gentleman once measured an Egyptian mummy, and computed that the weight when living would have been about one hundred and twenty-eight pounds. The dried mummy weighed just sixteen pounds. All the solid portions of the body were there. What was gone? What portion of the living body then was composed of water? It is said there is enough water in our bodies to drown us. A jelly fish weighing one hundred and forty ounces when first collected, will weigh when dry about one-eighth of an ounce. What portion of the jelly fish is water? What do you conclude about the composition of animal bodies? What happens sometimes when the water in which meat has been boiled stands and gets cool? From what is glue obtained? What effect does water have on a piece of hard glue? On all jelly-like matter? There are several substances in the human body of the nature of glue and jelly. Of what use then, is water in the human body? What separates the layers of meat from each other? What covers the liver, heart, and all the other organs? What would happen if this, thin skin, became dry and hard? What keeps these organs from rubbing and irritating each other? Will any other liquid than water do this? What effect does alcohol have on animal tissues (recall the experiment of two pieces of meat, one placed in alcohol, the other in water)? How does water get into the system? Name some article of food that contains water. What would be the effect of taking too little water in our food and drink? Do people who use alcohol freely take more or less water than they need? When alcohol is taken, where does it go? What does it do to the water it finds in the blood? Will this mixture of alcohol and water moisten the tissues as water alone does? What do you think would be the consequence?

How can you interest a boy in arithmetic who cares a great deal more about how many marbles he can win from his playfellows than he does to know how to solve all the examples in the book? How can you interest a boy in grammar who would rather know how to use slang than the very best language ever used?

It is a miserable economy to save time by robbing yourself of necessary sleep.

FOR THE SCHOLARS.

DISCONTENT.

Down in the fields one day in June,
The flowers all bloomed together,
Save one who thought to hide herself—
And drooped, that pleasant weather.
A robin, who had soared too high
And felt a little lazy,
Was resting near a buttercup,
Who wished she was a daisy.
The buttercups must always be
The same all-tiresome color,
While daisies dress in gold and white,
Altho' their gold is duller!
"Dear Robin," said this sad young flower,
"Perhaps you won't mind trying
To find a nice white frill for me
Some day when you are flying."
"You silly thing," the robin said,
"I think you must be crazy;
I'd rather be my honest self,
Than any made-up daisy."
"You're nicer in your own bright gown;
The little children love you;
Be the best buttercup you can,
And think no flower above you."
"Tho' swallows leave us out of sight,
We'd better keep our places;
Perhaps the world would all go wrong
With one too many daisies!"—Selected.

FATHER AND MOTHER.

FOR DECLAMATION.

Young America has some very queer ways, one is the habit of calling certain of his relations, "the governor," "the old man," "the old woman," "her highness." Who are these people that he speaks of in such a would-be funny way. Why they are the ones who have worked hard for years, that he might have an easy time, who have worn blue jean and eaten johnny cake, that he might wear broadcloth and dine expensively. They are, of all people in the world the one whom he ought to delight to honor. They are his father and mother. What do you suppose is the reason he doesn't call them so. Perhaps it is because he is ashamed of them. Perhaps their grammar is a little crooked, well it sounds better than his slang. Their manners may be a little stiff and old fashioned, but does his rowdiness make him appear any better? Ah! Master America, I fear you have some foolish notions in your head? I fear those notions are in the place where your common sense ought to be. I don't ask you to take any advice from me, but just be ready to tell why you are not proud of that trembling mother who has spent her strength in caring for you. If you do not cherish her in her declining years; you are not worthy of the noble parents who so tenderly cared for you in your helpless infancy.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

It is better to wear out than rust out.—BISHOP HORNE.

In every rank, or great or small,
'Tis industry supports us all.—GAY.

They whom truth and wisdom lead
Can gather honey from a weed.—COWPER.

THE most certain sign of wisdom is a continual cheerfulness.—MONTAIGNE.

THE doorstep to the temple of wisdom is a knowledge of our own ignorance.—SPURGEON.

THE morn of life is like the dawn of day, full of purity, of imagery and harmony.—CHAUTEAUBRIAND.

BUT sometimes virtue starves while vice is fed:
What then? Is the reward of virtue bread?—POPE.

SUCH is the world. Understand it, despise it, love it;
cheerfully hold on thy way through it, with thy eye on highest loadstone.—CARLYLE.

CAN wealth give happiness? look round and see
What gay distress! what splendid misery.—YOUNG.

A GREAT electric microscope and a powerful electric light installation at Crystal Palace, London, shows in a drop of water monstrous serpents and crocodiles, and worse dragons than St. George had to deal with. Salt, sugar, snuff, beer and cheese are exhibited as densely populated.

FINAL PROCEEDINGS OF CONGRESS.

The House and Senate having disagreed upon several important bills, among which were the Indian, Appropriation, Post Office, Sundry Civil, Army, Fortification and General Deficiency bills, a conference was appointed and reported. Both houses agreed to the conference reports. The House passed the Fitz John Porter bill over the President's veto, but the Senate sustained the veto.

The Senate passed the River and Harbor bill; a bill providing for a soldier's home west of the Mississippi; and a resolution postponing action on the Inter-State Commerce bill to December; both houses passed a motion to adjourn at 3 P. M. July 7th.

NEWS OF THE WEEK.

July 1.—A motion of censure was introduced in the House of Lords.

July 2.—France has demanded 500,000,000 francs from China for violating the treaty.—Destructive forest fires have raged in Ontario and Maine.

July 3.—The panic over the cholera epidemic is increasing in France.—France and China are preparing to renew the war.—President Arthur issued a proclamation warning intruders from settling on the Oklahoma lands, Indian Territory.

July 4.—The French Government through M. De Lesseps, formally presented the Bartholdi Statue to Mr. Morton, U. S. Minister to France.

July 5.—The convention of music teachers at Chicago appointed the faculty of the National College of Music.—Six hundred Tammany men started for Chicago.

July 6.—Destructive storms visited Central Illinois and Dakota.—Many cases of poisoning by ice cream occurred in Brooklyn and Jamaica.—Dr. J. A. Broadus was prostrated by heat while preaching.

July 7.—There were nine deaths from cholera in Toulon and sixteen in Marseilles.—Congress adjourned sine die.

INTERESTING FACTS.

Two or three good copies of a writing on glazed paper may be obtained without a press or water, if the writing is done with a solution of three parts of good jet black ink and one of gelatine.

MR. L. J. IBACH, of Newtown, Pa., the astronomer, who makes the calculations for the almanacs of this country, South America, Canada and Mexico, is a blacksmith, and works in his shop when not engaged in astronomy.

PROF. WILSON has discovered a thirty-inch vein of sapphire corundum on the farm of Samuel Herb, near Line Mountain, Pa. A Boston company has purchased the tract of land. This is the second discovery of this kind in America.

PAPER lumber is the newest invention. It is made of the pulp of wheat, rye, and oats straw, and other vegetable fibers. They are combined with chemical ingredients, and produce an article that is said to compare favorably with the best wood. It is susceptible of the finest polish, and will take any tint or color.

SWEDEN has a match-making machine which daily produces one million boxes of matches. It receives the raw material, namely, blocks of wood, at one end and gives up at the other the matches neatly arranged in their boxes. Twenty steamer and eight sailing vessel cargoes of wood from Jonköping were used last summer.

ONE hundred years ago this year the first shipment of cotton was made from this country. In 1784 the world's supply of cotton was 11,250,000 pounds, of which America contributed six bags. The present production throughout the world is about 4,006,000,000 pounds, of which this country supplies 3,405,000,000 pounds, or 85 per cent.

THE Norwegian army has a corps of skaters. They are men selected for good physique and accurate marksmanship, and can be manoeuvred upon ice or over the mountain snowfields with as great rapidity as the best-trained cavalry. One of the corps, a short time ago, skated over 120 miles of mountainous country in eighteen and a half hours.

Nearly all of the boys' marbles are made at Oberstein, Germany. There are large agate quarries and mills in that neighborhood, and the refuse is used for these balls. The stone is broken into small cubes by blows of a light hammer, thrown by the shovelful into the hopper of a small mill, formed of a bedstone, having its surface grooved with concentric furrows, above which is the "runner," of hard wood, having a level face on its lower surface. The upper block is made to revolve rapidly, while water is poured upon the grooves of the bedstone where the marbles are being rounded. It takes about fifteen minutes to finish a bushel of good marbles. One mill will turn out 160,000 marbles per week.

EDUCATIONAL NOTES.

Our subscribers will confer a favor and add to the interest of this paper by sending us fresh items of educational news.

NEW YORK CITY.

The distribution of certificates and diplomas took place July 8d, at Grammar School No. 15, Prin. N. P. Beers. —A bronze copy of Houdon's Statue of Washington, the gift of the pupils of the public schools to the city, was unveiled in Riverside Park, July 4th. 500 children were present and took part in the ceremonies. The opening address was made by Gen. Egbert L. Viele, president of the Department of Public Parks. William Wood, ex-president of the Board of Education, made the presentation speech, and Mayor Edson accepted the statue.—The Board of Education appointed Mr. M. A. Birmingham, Principal of Male Department, G. S. No. 5, to be Principal of Grammar School No. 52, in the Twelfth Ward.

NEW YORK STATE.

ESSEX.—The Ausable Valley Association met at Keeseville, May 10th.

ERIE.—Miss Hattie Gray goes as preceptress to Griffith Union School at Springfield.

KINGS.—Messrs. Johannot and French conducted the recent institute in East New York.

ALBANY.—Mr. E. G. Folsom has retired from the management of his business college in Albany.

ELSENELAER.—Miss Anna T. Hinsdale succeeds Miss Cutler as principal of the Seventh Ward intermediate, 110y.

LIVINGSTON.—Principal Milne, of the Genesee Normal School, has received a call from McAllister College, St. Paul, Minn.

ORANGE.—John M. Dolph, formerly principal of the High school, has been elected superintendent of schools in Port Jervis.

OTSEGO.—First District Association was held at Schuyler's Lake, June 6-7. Dr. J. D. Fitch discussed the new physical law.

FULTON.—The County Association met at Gloversville, May 28d. Com. D. D. Crouse was re-elected president, and Prin. H. J. Jones was made secretary.

BROOME.—Principal Stilwell, of Lisle, takes the principalship of the high school.—Mr. Henry A. Smith, of Honesdale, Pa., goes to Whitney's Point.

CHAUTAUQUA.—The Association met at Sherman, May 22-24, Com. E. J. Swift was elected president; Supt. Love, Prof. Babcock, Com. Swift, and Prin. Onthank were elected delegates to the State Convention.

Examination for State certificates will be held, July 2d, at New York, Albany, Watertown, Rochester, Binghamton, conducted respectively by Messrs. Johannot, C. W. Cole, Lantry, French, and Bouton.—Mrs. Baldwin's Quincy Class for teachers begins at Scio, Allegany county, August 18th, closes August 29th.—Hon. William R. Grace, Mr. Henry Amy, the Hon. John D. Crimmins, and Mr. James O'Donohue, offer to St. John's College, for public competition to all competitors, next August, four annual scholarships, valued at \$35,000 each. The examinations will be open to all, no matter where they have received their preliminary education.

ELSEWHERE.

KENTUCKY.—Prof. J. W. Hall, Jr., of the Covington High School, has been appointed Superintendent of the Covington schools.

KANSAS.—The Normal Institute of Jefferson county, meets at Oskaloosa, July 28, 1884. B. F. Nihart, Conductor; M. J. McGrew, Instructor; Flora Burns, Primary Work; H. Folsom, Co. Supt.

IOWA.—C. C. Cochran, principal of Sioux City Business College, issues the first number of *Business*, a monthly, to be devoted to commercial science.—The Sac. Co. Normal Institute opens at Odebolt, July 31st.

NEBRASKA.—Pawnee County Normal Institute will commence August 4th in Pawnee City. Board of Instructors, Prof. A. K. Goudy, Prof. W. H. Gardner, Mrs. A. K. Goudy, and Miss Lydia Bell. County Superintendent, O. D. Howe.

VIRGINIA.—Roanoke College makes special provision, without additional charge, for Normal Instruction. French and German are taught and spoken in the classroom. Two sons of Salvador V. Castello, Esq., of Tampico, cousins of President Diaz of the Republic of Mexico, will enter the College in September.

MINNESOTA.—H. E. Perrin returns to Brownsdale for another year. A new organ, purchased entirely with the receipts of entertainments held for the purpose, and a re-modelling and improving of the school building, indicate that his work has at least created an interest in the welfare of the school.—Cyrus H. Northrop, president of the University, receives a salary of \$6,000. The governor of the State receives \$3,500.

WEST VIRGINIA.—Prof. F. V. N. Painter, of Roanoke College, will have charge of the Preston County Teachers' Institute at Terra Alta, Aug. 25-31st. He will also have the Department of Educational History in the State Normal Institute, Kingwood, beginning September 1st. Prof. E. V. DeGraff, of Washington, D. C., Lecturer on the Science and Art of Teaching in Roanoke College, will conduct the Kingwood Institute, and also the State Normal Institute, Wytheville, July 15th to August 15th.

TEXAS.—Dr. Wilbon, of Honey Grove, was elected principal of the Tyler public schools.—Hon. B. M. Baker has been commissioned State Superintendent of Public Education.—At a recent meeting of the Board of Education of Dallas, it was decided to run the schools for the next year without a city superintendent.—Mr. J. C.

Brooks, formerly of Tyler, is to be superintendent of the Paris schools.—Miss Emma Kelley, from Kentucky, goes as teacher to Lebanon.—J. A. Race has been re-elected Superintendent of City Schools, Cooke county.—The Commissioners' Court, of Bandera county, has laid the county off in school districts. An election for trustees will be held on the first Saturday in August.

WASHINGTON TERRITORY.—The Territorial Institute, Eastern Division, will convene in Dayton, August 4th. Hon. R. C. Kerr, Superintendent of Public Instruction, is expected to be present.—Mrs. Bigelow, who has had much experience as a teacher in New York and California, is teaching in district No. 51.—The Garfield County Teachers' Institute (Superintendent, Mrs. F. G. Morrison), met at Pomeroy, Wednesday, May 21st. Mrs. Morrison was elected president; I. C. Sanford, vice-president; Rena R. Girvin, secretary; Helen Andrews, assistant secretary; Mrs. L. V. Rush, treasurer. Mr. Koontz addressed the Institute on the subject of Institute work. Mrs. Messenger, Mrs. Rush and others discussed the subject of "Organization of Schools." Mr. I. C. Sanford on "Daily Duties of Teaching." Miss Evans discussed the subject of "How to Secure Punctuality." Mr. Koontz spoke of the necessity of teachers being sociable; that they should visit the people of the district. Mr. Cosgrove illustrated his method of teaching penmanship.

INDIANA.—The Goshen six weeks' Summer Institute began July 14th, conducted by H. A. Mumaw, E. N. Brown, A. Blunt, and Piebe Swart.

The Wood-Working School of Indianapolis will hold its second session, beginning July 7th. E. A. Dillon, of Purdue University, will be the instructor. Prof. W. W. Grant, of the High School, is at the head of the enterprise.

Supt. M. W. Harrison has been retained in the Auburn Schools; B. B. Harrison, in the Waterloo Schools; T. J. Sanders, in the Butler Schools; and C. A. Dugan, in the Garrett Schools.

Howard Co. Normal School will be held at Kokomo, beginning July 7th, and ending August 30th. With the County Institute, August 25th to 30th. John W. Barnes, County Superintendent.

WISCONSIN.—Miss Beattie M. Reed, whose efficient work as Supt. of Eau Claire Co., Wis., has been noted in the JOURNAL, became Mrs. Leander Shaver on June 23d.—Mr. J. W. Pollock, of Prairie du Chien, will go to Brodhead in place of O. N. Wagley; I. N. Stewart will go to Appleton in place of R. Schmidt, and E. E. Beckwith, of West Bend, will take Mr. Stewart's place at Port Washington; W. A. Willis has resigned as superintendent and principal of high school at Baraboo, to go to Iowa City, Iowa; Mr. C. W. Cabern will succeed him as principal of the high school; Samuel Shaw, city superintendent and principal of high school at Madison, resigns; also W. M. Pond, vice-principal; F. G. Young, of Elkhorn, resigns to take up a course at Cornell University; Charles J. Smith, of Viroqua, resigns to take up the study of law.—Prof. B. M. Reynolds resigns as superintendent of the Faribault public schools, having accepted a like position at Fergus Falls.

ARKANSAS.—Among the important papers on the program of the State Teachers' Association at Morrilton, June 17th, 18th and 19th, were "School legislation," by State Supt. Thompson; "Special preparation essential to success in our profession," by J. J. Doyno, of Lonoke; "The educational demand and supply of the South," by Dr. Gray, of Little Rock University; "A normal school for Arkansas," by Prof. O. F. Russell, of Lonoke, and "Character building in education," by J. W. Conger, of Searcy. Addresses by Col. E. B. Henry, of Morrilton; M. Shelby Kennard, of La Crosse; Gen. D. H. Hill, of Fayetteville; Gov. J. H. Berry, and by the president of the Association.—From Prof. O. F. Russell we learn that a successful institute has just been held at Altus. It was held in the fine school building on "Holy Hill," which, though owned and managed by a private teacher, was cheerfully opened to the public. The chapel has a seating capacity of over 400, and there is a tower for observation 100 feet from the ground. The fact that such a building exists is a proof that Arkansas is progressing.

ILLINOIS.—Mr. J. M. Ready has been re-employed at Ridge Farm; Prof. Messer, of Chicago, elected as Principal of the Rossville schools; Mr. A. L. White at Fairmount.—Mr. Carl Ballard, a Hoosier schoolmaster from Hendricks county, will have charge of the Germantown school next year.—Mr. W. H. Chamberlin, of Rossville, goes to Leroy, McLean county, next year.—A. B. Milford has been elected to a professorship in Wabash College.—The principal and assistants in the Danville High School have all been re-elected. J. M. Humer, J. F. Downing, L. P. Norvell and Miss Tenny were re-elected principals of the ward schools. L. P. Norvell resigned and J. W. Roberts was elected principal of South Danville school.—Clay county Institute begins at Louisville, July 14th. M. R. Regan remains at Plainfield; Ira N. Ong at Tonica; W. S. Mack at Moline; Edward Bangs at Washburn; Joseph Carter at Peru. W. H. Chamberlain succeeds Mr. Jess at Leroy. Mr. Jess goes to Lexington. T. C. Clendenen, of Arcola, has been offered the superintendency of the Portland, Oregon, schools. John T. Bowles and wife and Miss Belle Hobbs, of Metropolis, go to Decatur. J. N. Wilkinson, of Decatur high school, goes to Emporia, Kansas, normal school.—Mr. Clinebell, of Sibley, was presented with a fine encyclopedia by his pupils.—Prof. Granville F. Foster has opened a normal and scientific school at Vacaville, Solano county, Cal.; first term opens Aug. 5th.—The following teachers were elected at Chenoa: Miss Lizzie Swan, Miss Clara Pendleton, Miss Belle Campbell, Mrs. Etta Grosbeck, Mrs. Dooley, Miss L. M. Dyer.

NORTH CAROLINA.—Prof. J. L. Tomlinson, of Wins-

ton, is proposed for State Superintendent elect of the State Normal School at Chapel Hill.—Rev. Dr. Bitting was elected president of Wake Forest College, but declines to accept.—Rev. G. W. Horne and Rev. R. O. Burton received the degree of D.D. from Trinity College.—Miss Lucy Surney, of Mooresville, closed her school June 3d. Seventy-six pupils attended during the last quarter.—Dr. A. D. Hepburn has resigned the Presidency of Davidson College. He will continue in the College as professor, and act as president until his successor is chosen.—Rev. M. L. Wood, President of Trinity College, received the degree of Doctor of Divinity from the University of North Carolina, and from Rutherford College, at the late Commencements of these two institutions.—The Teachers' Institute, of Rutherford county, will be held at Rutherfordton, July 14th to 25th, under direction of Z. T. Whiteside, A.M., of Rutherfordton High School.—County Superintendents elected or re-elected: Rev. W. S. Long, Almon; J. M. Payne, Burke; Rev. P. W. Smith, Cabarrus; G. D. B. Pritchard, Camden; Rev. R. A. Yoder, Catawba; Rev. P. R. Law, Chatham; J. H. Garrett, Chowan; G. H. Hagler, Clay; J. S. Long, Craven; V. L. Pitts, Currituck; E. E. Raper, Davidson; J. T. Alderman, Davie; H. P. Markham, Durham; A. J. Butner, Forsythe; E. J. Conyers, Franklin; J. R. Wharton, Guilford; D. C. Clarke, Halifax; J. A. Cameron, Harnett; G. V. Cowper, Hertford; D. Matt. Thompson, Lincoln; J. A. B. Cooper, Martin; W. Meares, New Hanover; Rev. J. L. Currie, Orange; S. L. Sheep, Pasquotank; N. S. Smith, Rockingham; T. C. Linn, Rowan; A. L. Rucker, Rutherford; G. W. Sparger, Surry; J. S. Smiley, Swain; W. H. Davis, Transylvania; E. T. Jones, Wake; Rev. L. E. Carr, Washington; S. A. Wright, Wayne.

MISSOURI.—Mr. G. W. Guyer has been employed at Kingsville; Mr. C. A. Wilcox at Millard; Mr. S. P. Reynolds at Gray's Summit.—Mr. H. W. Stevenson has been elected principal at Perryville.—Ironton Institute commences on July 7th. Conductor, Mr. F. C. P. Miller, assisted by Prof. Norton.—Prof. R. P. Rider, late principal of Liberty Public School, has been elected to a chair in William Jewell College, Liberty.—Mr. Labhardt is re-appointed at Herman.—Barton County Institute will convene August 4th. Pres. Osborne, of the Second District Normal, assist conductor.—Prof. J. P. Pfaff has resigned his chair in Central Wesleyan College, Warrenton.—Harrison County's Normal Institute open at Bethany July 28th. Prof. Allen Moore, of the Stanberry, is in charge.—Harrisonville Institute begins July 14th. Conductors, Com. J. T. Weathers and Mr. J. E. Glass.—A six weeks' normal at Pineville, McDonald Co., began June 23d and closes August 9th. Conductor, Mr. J. C. Ryan, of Southwest City.—A four weeks' institute at Marble Hall, July 21st. Conductor, Prof. N. B. Henry.—Mr. H. C. Long goes to Salem; Mr. Theodore Adelman to Jefferson City as teacher of German.—Mr. G. A. Smith will be the founder of a college at Humphreys, Sullivan county. Mr. W. H. Miller, of the class of '84 in Kirksville Normal, is selected for the commercial and business department.—Parish Institute, Buncheon, Cooper county, opens September 5th. President, Prof. J. Donnelly.—Clark County Normal Institute begins at Kahoka, August 11th, continuing three weeks. Instructors, Prof. B. S. Newland, of Washington University, and Principal W. F. Jamison, of Kahoka.—Mr. J. H. Fulks, a recent graduate of Hooper Institute, Moniteau, recently passed an examination for State certificate.—A four weeks' normal begins at Greenfield, Dade county, July 7th. Conductor, Prof. E. R. Booth.—The following teachers were chosen for the Rich Hill public school: J. H. Hinton, principal; Mrs. G. J. Rool, L. W. Moore; Misses Mattie Cornell, Lizzie Harrelson, Emma Mose, Ella Diers, Sarah Baker, May Jackson, Edith Crabb, Irene Neil, Lou Marsh, Jennie Goldman, assistants.—At Kahoka W. E. Jamison was elected principal; Miss F. M. Thome, Miss Wadie A. Davis, Miss Georgie E. Cook, assistants. Miss Lulu Holmes teacher in colored school.

OHIO.—The Carroll County Institute will be held at Harlem Springs last week in August.—Ashland county holds her institute last week of August. Instructors, Elias Fraunfelder and J. E. Stubbs.—Hardin county, at Kenton, August 18th. Instructors, E. P. Dean, G. E. Crane, and W. F. Hufford.—Hancock county, at Findlay, July 28th. Instructors, Prof. Zweller, S. A. Kagy, E. M. Mills.—Delaware county, at Delaware, August 25th. Instructors, Harriet L. Keeler, Richard Parsons, and J. S. Campbell.—Cuyahoga county, at Glenville, August 25th. Instructor, Prof. Williams, of Delaware.—Brown county, at Ripley, August 4th. Instructors, Thomas W. Harvey and J. P. Patterson.—Ashtabula county, at Jefferson, July 23d. Instructors, J. S. Lowe, of Geneva, and I. M. Clemens, of Ashtabula.—Morgan county, at McConnellsville, July 28th. Instructors, T. C. Mendenhall, J. P. Patterson, and Miss Hittie Merriam.—The Pleasantville Collegiate Institute opens a normal session, July 14th, to continue seven weeks. Instructors, J. B. Henry and W. H. Hartsough.—The Millersburg Normal Institute opens July 21st, and continues six weeks. Conductors, J. A. McDowell, assisted by D. H. Campbell.—The Belmont county Normal Institute will be held at Barnesville, beginning July 21st, and continuing four weeks. Instructors, T. E. Orr, of Bridgeport; H. L. Peck, of Barnesville, and L. H. Waters, of Powhatan.—Prof. Norton, of Ohio State University, is revising the proof of a new edition of Norton's Chemistry, to be ready in the fall.—Supt. W. W. Donham has been re-elected superintendent of Beaver Creek township, Greene county.—The Northeastern Ohio Teachers' Association was held at Medina, May 31st. S. C. Harding, of Oberlin, gave class exercises in music. H. M. Parker, of Elyria, gave a talk on obtaining and using supplementary reading. George H. White, of Oberlin, read a paper, entitled, "A Review for Teachers." W. R. Comings, of Norwalk, presented

a paper in opposition to written examinations in schools, which, occasioned a good deal of discussion.—Principals re-elected: U. L. Wombach, of Paulding; Wilbur V. Rood, of Akron; S. E. Swartz, of Newark; M. A. Casey, of Oak Harbor; J. H. McMillen, of Xenia; W. B. Jackson, of Antwerp; Samuel J. McClelland, of Monroe; J. B. Mohler, of New Carlisle; T. E. Orr, of Bridgeport; J. W. Bowls, of Berea. C. R. Long at Zanesville. Principals and teachers appointed: Scott Dougal, at Dayton; Prof. Brown, at Cedarville; Miss Lizzie Maxey and Miss Frances E. Baker, at London; R. M. Boggs, at Hartwell; J. O. Falkenburg, at Delhi; Miss C. A. Stewart, at Middletown; J. D. Simkins, at Centerberg. Superintendents re-elected: E. S. Cox, of Portsmouth; F. J. Barnard, of Middletown; E. S. Eversole, of Wooster; Isaac Mitchell, of Georgetown; G. W. Henry, of Leetonia; Alston Ellis, of Sandusky; Elias Fraunfelder, of Akron; W. A. Baker, of Upper Sandusky; Mrs. Anna M. Mills, of Ciesline; E. B. Cox, of Xenia; W. D. Lash, of Zanesville; W. H. Mitchell, of Monroeville; B. A. Hinsdale, of Cleveland; Albert Leonard, of New Holland; S. Weimer, of Navarre; J. W. McKinnon, of London; J. C. Hartzler, of Newark; Chas. F. Dean, of Washington; J. M. Yarnell, of Coshocton; J. H. Lehman, of Canton. Superintendents elected; W. R. Scott, at Washington. C. W. Prettyman, at Hicksville; J. H. Snyder, at Crestline; J. S. Duff, at Canal Dover; A. Elliott, at New Comerstown; J. J. Burns, at Dayton; F. H. Dewart, at Waverly.

SUBMARINE electric lamps are used in the fisheries at Batavia. One of 15,000-candle power was recently kept for four hours at a depth of ten fathoms.

The grand earthquake wave of Aug. 27th traveled across the Indian Ocean at the prodigious speed of 250 miles per second, or 2,000 kilometres per hour.

The 400 camels that were employed in hauling freight across the dry wastes of Arizona for the Southern Pacific Railroad, have been bought by John Shirley, an Australian sheep farmer, to be used in hauling freight across the deserts in Australia.

THE ship canal between the Baltic Sea and the German Ocean will, it is estimated, save a journey of 600 miles. The length of the proposed canal will be only some fifty miles—about half that of the Suez Canal—extending from Gluckstadt to Kiel.

A NEW kind of building material is now being made from clay, and is called "terra-cotta lumber." It is perfectly fire-proof. It may be sawed and fitted like wood. The immense clay beds of New Jersey, from which such large quantities of pottery are made, have recently been drawn upon for a supply of material for the manufacture of this lumber.

ZEBEHR PASHA engages to obtain the submission of the Mahdi within five weeks on condition that he (Zebehr Pasha) be created Viceroy of the Soudan, without paying tribute to Egypt, the Khedive to become Suzerain of the Soudan; also to bring Gen. Gordon and his suite to Cairo, stop the slave trade, hold Khartoum and the rest of the Soudan open to European commerce, and free for the exercise of all religions.

THE longest bridge in the world is in China. It is at Lagang, over an arm of the China Sea. It is built entirely of stone, is five miles long, seventy feet high, has a roadway seventy feet wide, and has three hundred arches. The parapet is a balustrade; each of the pillars, which are seventy-five feet apart, supports a pedestal on which is a lion twenty-one feet long, made of one block of marble.—LOTTE R. BURSE, in *Journal of Education*.

DR. C. HOLLAND has produced a locomotive engine that emits no smoke. Within the water tank is a tank holding nine hundred gallons of crude naphtha. This and the water from the outer tank are forced by a donkey pump through small valves into four retorts under the boiler, and are there decomposed, the oxygen of the steam uniting with the carbon of the oil at a great heat, and leaving the hydrogen free. The fire can attain its highest degree of heat in ten minutes from the time it is lighted.

A HAIR NEEDLE.—The Emperor of Germany last year visited the great needle manufactory at Kreuznach, and was desirous of seeing for himself the relative power of machinery compared with skilled hand labor. A bundle of superfine needles was placed before him, one thousand of which weighed less than half an ounce, and he expressed his astonishment that eyes could be bored in such minute objects. Thereupon the foreman of the boring department asked his Majesty to give him a hair from his beard, and receiving it, he bored an eye in it, threaded it, and handed it back to the astonished Emperor. This needle is now to be seen at the International Exhibition of Needlework, at Sydenham.

THE ARAB AND HIS HORSE.—The Arabians never beat their horses; they never cut their tails; they treat them gently; they speak to them and seem to hold a discourse; they use them as friends; they never attempt to increase their speed by the whip, or spur them, but in cases of great necessity. They never fix them to a stake in the fields, but suffer them to pasture at large around their habitations, and they come running the moment that they hear their master's voice. In consequence of such treatment these animals become docile and tractable in the highest degree. They resort at night to their tents, and lie down in the midst of the children, without ever hurting them in the slightest manner. The little boys and girls are often seen upon the body or neck of the mare, while the beasts continue inoffensive and harmless, permitting them to play with and caress them without injury.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

At our Teachers' Associations and Institutes I have heard a number of teachers say that they were disgusted with the way the JOURNAL goes on about Parker. But what they say amounts to nothing. Parkerism is only another name for Froebelism.

E. D. BRINKERHOFF.

Roseland, N. J.

[If Parker is doing a grand work why should he not be recognized? We have no disposition to elevate him above the rest of his co-workers only as his labors and successes place him there. He has influenced educational thought more than any other man for the past hundred years in this country. There is nothing in a name, but that there is something more than common in "Parkerism" no one can deny.—Ed.]

Please answer the following questions; (1) The words papa and mamma, pronounced in the readers pápá and mámmá, are pronounced by most people here pá-pá and mām-mā. Would you require pupils to pronounce these words as they are marked in the book? (2) Some teachers here pronounce such words as calm, palm, father, and ah: cálm, pálm, fáther, and áh. Have they any authority for such pronunciation? (3) Should ca in calm be pronounced like ca in cat, or like c in call?

J. G. G.

[[1] Certainly, require your pupils to pronounce words correctly; still, the almost universal pronunciation of mámmá and pápá, with the accent on the first syllable, would seem to give it some sort of authority. (2) No good authority. (3) Like ca in far.—Ed.]

What caused the remarkable blue color in the sun about the year 1830 and its red color within the past few months at rising and setting? How do they measure the annual rainfall of a country?

K. L.

[[1] The "blue color" concerning which you speak has never been satisfactorily explained. The "red color" is generally believed to have been caused by the presence of minute particles of volcanic dust in the upper regions of the atmosphere. It followed the remarkable volcanic eruptions in Java last year. Much volcanic dust was collected from evaporated snow-water last winter. (2) By an instrument called the hygrometer.—Ed.]

(1) Please solve the following problem: "A town containing 453 taxables, and whose property, real and personal, was assessed at \$2,560,000, was compelled to raise for expenses \$11,795.20, making an allowance of 5 per cent. for collecting, and 3 per cent. for lost taxes, what must the assessment be? Poll-tax \$0.75. (2) Is the sun moving through space or not—if so, at what rate of speed?

F. K.

[[1] $453 \times .75 = 339.75$ amt. of poll tax; $11,795.20 - 339.75 = 11,455.45$ amt. to be raised by tax on property. $11,455.45 \div 2,560,000 = .0044748$ rate. (2) The sun is moving through space in the direction of the constellation of Hercules, at what rate is not exactly known; it has been estimated at 150,000,000 miles per annum.—Ed.]

If, as Col. Parker has said, "no teacher is properly equipped for the practice of his profession until he has mastered the history and science of education," why are he and others so hopeful of the progress of the "New Education?"

Will not text-books educate when used by a skillful teacher?

E. S.

[We do not oppose text-books—only the way they are used. Text-books educate when they do not usurp teaching. Still it is also true that no teacher can properly instruct until he has mastered the science of his profession. Thousands are doing this, and are studying Joseph Payne to good purpose.—Ed.]

(1) What parts of speech are inflected? Why? (2) Analyze: "The question ever asked and never answered is, 'Where and how am I to exist in the Hereafter?'" (3) What grammar do you consider the best to study, to pass an examination?

Lane, Ka.

J. B. W.

[[1] Nouns, pronouns and verbs. Grammatical "inflection" means change with regard to person and number. (2) Subject: "The question ever asked and never answered." Attribute complement, or subject after the predicate, "Where and how am I to exist," etc. (3) Any standard grammar is good.—Ed.]

(1) Would it be proper to consider "sigh," in the following sentence, plural, and "were" past indicative, viz.: "The balmy sigh were a discord to the quietude?" (2) Under what department of the government does the office of surveyor come? (3) That of U. S. Civil Engineer? (4) What is the "modus operandi" of getting a position as U. S. Surveyor or Civil Engineer?

C. W.

[[1] "Were" is subjunctive singular, same as in the sentence, "If I were president." (2) and (3) Department of Interior. (4) By applying to Secretary of Interior and passing the Civil Service examination.—Ed.]

What must I do with these routine rut machines.

H. S. R.

[If the machines are in the school-room, refuse to let them continue there unless they get out of the rut. Tell them they must move on—or move out. If they are

really anxious to learn to teach, help them, as you have been doing, to good professional literature—Payne's Lectures will greatly assist them—and to good institutes; secure the best instructors, and assist them, so far as practical, in their school-room work.—Ed.]

(1) Why does the Mississippi flow toward the equator? (2) What is the cause of the Gulf Stream?

D. C. E.

[[1] Because the basin of the river slopes in that direction. (2) The motion of the earth from west to east causes the equatorial current, which moves in the opposite direction, until turned aside by the mainland. That part which crosses the Atlantic, entering the Gulf of Mexico, is there deflected and sent to the north-east.—Ed.]

(1) Will M. A. D. please explain more fully the duties of the committee appointed to assist the teacher in keeping order? What is to be done if they do not faithfully perform their duties, and what authority have they over those who transgress? (2) Will you name some of the best engineering schools?

M. B.

[[This letter should have appeared some time ago. Will M. A. D. or some other teacher answer? (2) Boston School of Technology; Sheffield Scientific at Yale; Polytechnic, Troy.—Ed.]

(1) What are the dead languages? (2) What is meant by "the three-fold nature of man"? (3) What is the effect of excessive drinking of alcohol upon the stomach? (4) Define Reading.

[[1] Those that are entirely unspoken. (2) The physical, mental and moral. (3) It causes indigestion by neutralizing the gastric juice, and creates sores on its lining membrane. (4) Reading is the oral expression of a written thought.—Ed.]

I noticed in your issue of June 7th the answer to the question, "How parse me in the sentence 'He made me jump the rope?'" While me is in the objective case, as was stated, is it not rather the subject of jump, and the whole clause *jump the rope* the object of made instead of the single word me.

L. M. B.

[[Me is the logical subject of the infinitive to jump, while "me to jump the rope" is the object of made.—Ed.]

Will some one please give a program for "Reception Day" for a country school. We have these exercises on second and fourth Friday afternoons of each month. The general suggestions for receptions in your recent issues are excellent and timely. We have "Reception Day" Nos. 1 and 2, but our programs are too much alike to be interesting.

H. S. F.

[[Will give one soon.—Ed.]

Where are the incorrect expressions, if any, in the following:

"We regret to inform you that we cannot furnish the goods at present. The class of goods which you mentioned is so much wanted that the supply is not equal to the demand. Hoping the delay may cause you no serious inconvenience, we are truly yours," etc., etc.

L.

[[There are none.—Ed.]

Where are the following published: (1) "Miss You-man's Botany;" (2) Spencer's "Inventive Geometry;" (3) "Magazine of American History;" (4) "Descriptive America;" (5) What is Queen Victoria's full name?

M. L.

[[1] D. Appleton & Co., New York. (2) Same. (3) 30 Lafayette Place, New York. (4) Address D. Appleton & Co. (5) Victoria Alexandrina.—Ed.]

Please parse *let's* in the sentence, "Let's you and I take a walk in the grove."

Weaver's, Ala.

H. T. P.

[[The sentence is ungrammatical and cannot be parsed without correction; it reads, "Let us, you, etc."]

Will you please state, in your SCHOOL JOURNAL, the best method of teaching both beginning and advanced grammar, to both beginning and advanced scholars?

B. M. R.

[[The answer would be too long for these columns. Articles on this subject will appear.—Ed.]

I do not oppose the "Quincy Methods." I have not yet sufficient information upon the subject to decide, pro or con.

G. W. R.

[[It would be well if everyone delayed passing judgment upon a thing until he could understand it.—Ed.]

Could you give a general plan for teaching drawing in an ungraded school?

L. T. R.

[[Send for a work on teaching drawing, to Ginn, Heath & Co., Boston, Mass. We will publish an article on this subject soon.—Ed.]

Where can I get a supply of money, notes, bonds, deeds, mortgages, etc., such as used in schools for illustrations?

T. W.

[[Address J. E. Hammett, 24 Cornhill, Boston, Mass.—Ed.]

I respectfully suggest that you give the answers and solutions of the examination questions published from time to time in the JOURNAL.

J. D. P.

[[Thanks for the suggestion. We will present such exercises soon.—Ed.]

Where can I get a good work on gymnastics and calisthenics, also some gymnastic apparatus?

B. L.

[[J. W. Schermerhorn & Co., 7 East 14th St., New York, makes a specialty of these.—Ed.]

EDUCATIONAL MISCELLANY.

WHAT TEACHING IS.

Most people now see that in order to be able to teach, something more than knowledge is required; that, in fact, teaching is a profession which, more than any other, requires training and natural fitness in order to succeed. Hence the number of normal schools all over the country, and the great number of educational journals and books.

The grand requisite in a teacher is, not knowledge, but the ability to interest the scholars, to command their attention, and to make them listen willingly and eagerly to what he teaches. No matter whether he knows much or little, if he only succeeds in making his scholars listen willingly to him, he is a good teacher, and his scholars will learn from him. Wherever you find a class in which the scholars do not pay attention, you may be sure the fault is in the teacher, and not in the scholars. He has failed to show them anything worth listening to; he has failed to offer them anything better than the fun they are having in laughing at him, or in chatting with each other; and the fault is entirely his, not theirs.

Then again, what a difference there is between the manner of presenting a subject by a good teacher and by a bad one, or rather between a trained teacher and an untrained one. A true teacher may discard books and the language of books altogether, and speak to the minds and hearts of his scholars in plain living speech, such as they use themselves; he passes naturally from one part of his subject to another, in a clear, connected, developing manner; he leads his scholars intelligently on, so that they can see for themselves how things come, how things grow out of each other, and how results are obtained. This is a training of their faculties as well as the imparting of knowledge to them; it is fruitful and fruit-bearing, not verbal and barren; it is cultivating and preparing the soil for a large crop to come; while the mere learning of facts and names, which is all that the incompetent teacher ever attempts to make his scholars learn, is fruitless, unproductive, useless labor, a mere encumbering of the mind with chaff and rubbish. The trained and intelligent teacher draws out the knowledge from the minds of the scholars themselves, that is, he makes them see things for themselves; while the incompetent and untrained teacher is constantly pouring in what he considers knowledge, his dates, and names, and rules, all of which prove to be nothing more than so much unavailable lumber or padding; genuine "Polly wants a cracker" knowledge.

He is constantly asking, When was Connecticut settled? Who was Governor of Massachusetts in 1775? When was the battle of Kikkirki fought? The learning of these facts does not constitute knowledge; they are barren dry chips, which merely lumber the mind, and which, if required, can be found at any time by reference to an encyclopedia. But, What was the cause of the French and Indian war? What would have been the consequence to the future of America if the French had defeated the English in that war? Why do we admire Washington as a man as well as a general and statesman? Why does Napoleon, as a man, stand far beneath Washington? In what way did Alexander Hamilton succeed in reviving the industry and paying the debt of the United States? These are things that bring a train of reflections with them; things that influence the character by making a deep impression on the mind; things that cause the scholar to admire, to wonder at, and to endeavor to imitate the authors of them. A whole system of morality—all that is noble, dutiful, and honorable—may be taught in this lesson without ever mentioning the word *morality*, and in the most effective possible way, for there is nothing that impresses like example.

What a striking, yet delicate appreciation of the teacher Mr. James Russell Lowell displays in one of his happy addresses! "It is certainly true that a genius for teaching is as rare, I might almost say more rare, than any other form of the Divine gift.

It implies a combination of qualities so uncommon and so delicately adjusted to each other, that their meeting in one man is little short of a miracle. He must unite in himself elements as seemingly incompatible as fire and water; he must have in him something of the fervor of youth and something of the judicial coolness of age; he must know both how to inspire wholesome and how to moderate unhealthy enthusiasm. He must have a fund of life in him ample enough to withstand and survive such discouragements and disillusionings as few other callings have to cope with. He must work mainly on an unwilling or even refractory material. Even his success must be largely posthumous, and his consolations mainly borrowed of the future."

For the SCHOOL JOURNAL.

AGNOSTICISM AND NIHILISM.

These terms are so commonly used that I quote a brief definition of them for the benefit of your readers, who may not have cyclopedias or works of reference.

I. AGNOSTICISM.—"The word *Agnostic*," says T. H. Huxley, "I invented some twenty years ago, or thereabouts, to denote people who, like myself, confess themselves to be hopelessly ignorant concerning a variety of matters, about which metaphysicians and theologians, both orthodox and heterodox, dogmatize with the utmost confidence, and it has been amusing to me to watch the gradual acceptance of the term and its correlate *Agnosticism*."

1. Agnosticism is of the essence of science, whether ancient or modern. It simply means that a man shall not say he knows or believes that which he has no scientific grounds for professing to know or believe.

2. Consequently Agnosticism puts aside not only the greater part of popular theology, but also the greater part of popular anti-theology. On the whole, the "bosh" of heterodoxy is more offensive to me than that of orthodoxy, because heterodoxy professes to be guided by reason and science, and orthodoxy does not.

3. I have no doubt that scientific criticism will prove destructive to the forms of supernaturalism which enter into the constitution of existing religions. On trial of any so-called miracle the verdict of science is "Not proven." But true Agnosticism will not forget that existence, motion, and law-abiding operation in nature are more stupendous miracles than any recounted by the mythologies, and that there may be things, not only in the heavens and earth, but beyond the intelligible universe, "not dreamt of in our philosophy." The theological "gnosis" would have us believe that the world is a conjurer's house; the anti-theological "gnosis" talks as if it were a "dirt-pie" made by two blind children, Law and Force. Agnosticism simply says that we know nothing of what may be beyond phenomena.

II. NIHILISM.—Fichte says, "the sum total of *Nihilism* is that there is nothing permanent either without me or within me, but only an unceasing change. I know absolutely nothing of any existence, not even of my own. I myself know nothing, and am nothing. Images there are; they constitute all that apparently exists, and what they know of themselves is after the manner of images; images that pass and vanish without there being ought to witness their transition; that consist in fact of the images of images, without significance and without an aim."

HOW CAROLINA BECAME A RICE STATE.

One Thomas Smith thought that a patch of wet land at the back of his garden in Charleston resembled the soil he had seen bearing rice in Madagascar. In 1696 a brigantine from that island anchored in distress near Sullivan's Island, and the captain, an old friend of Thomas Smith, was able to furnish him a bag of Madagascar rice suitable for seed. It grew luxuriantly in the wet corner of the garden, and the seed from the little harvest was widely distributed. In three or four years the art of husking the rice was learned. African

slaves were procured, and South Carolina presently became a land of great planters and of a multitude of toiling negroes. Smith was raised to the rank of landgrave, and made governor of the colony three years after the success of his rice-patch.

The new grain was at first grown on uplands; but the planters afterward discovered that the neglected swamps were more congenial and less exhaustible. The cruelly hard labor of separating the grain from the adhering husks crippled the strength and even checked the increase of the negroes; but in the years just preceding the Revolution this task came to be performed with mills driven by the force of the incoming and outgoing tides, or turned by horses or oxen. A hundred and forty thousand barrels of Carolina rice, of four or five hundred weight apiece, were annually exported before the war of independence.

THE STINGING TREE.—It would be as safe to pass through fire as to fall into one of these trees. They grow from two or three inches high to ten and fifteen feet. The stem of the old ones is whitish, and red berries usually grow on the top. The tree has a peculiar and disagreeable smell, but is best known by its leaf, which is nearly round. It also has a point at the top, and is jagged all around the edge, like the nettle. All the leaves are large; some are larger than a saucer. "Sometimes," says a traveler, "while shooting turkeys in the scrub, I have entirely forgotten the stinging tree, till warned of its close proximity by its smell, and then have found myself in a little forest of them. I was stung only once, and that very lightly. Its effects are curious. It leaves no marks, but the pain is maddening; and for months afterward the part, when touched, is tender in rainy weather, and when it gets wet in washing," etc. "I have seen a man, who treated ordinary pain lightly, roll on the ground in agony after being stung; and I have seen a horse so completely mad after getting into a grove of the trees that he rushed open-mouthed at every one who approached him, and had to be shot in the scrub. Dogs, when stung, will rush about, whining piteously, biting pieces from the effected part. The small stinging trees, a few inches high, are as dangerous as any, being so hard to see, and seriously imperilling one's ankles. The scrub is usually found growing among palm trees."—*Harper's Young People*.

At a recent meeting of the National Union of Elementary teachers at Leicester, England, the president, M. R. Greenwood, said that the education of the whole of the people is essential to the welfare of the nation, the destinies are passing more and more into the hands of the working classes. We expect that upon their shoulders greater responsibilities will be thrown, and feel that it is more than ever necessary that they should be able to exercise private judgment and to think for themselves. The necessity to educate our "masters" is at least as great now, when it is proposed to enlarge the franchise by two millions, as it was at the passing of the last Reform Bill. Such important subjects as the tenure of land, and the relation between labor and capital, are fast ripening for discussion, and it will be better that an educated democracy should consider these questions in a spirit of justice, fairplay, and deliberation, than that an ignorant majority should solve them in a spirit of vindictiveness, and with precipitation. We look upon education as the principal instrument in diminishing poverty, crime, and drunkenness, and in enabling us to hold our own in the world of commerce.

SOON TO APPEAR.—A series of articles on "Confessions of a Reformed Pedagogue," by an old and successful teacher who has been recently converted to the "New Education." Also the long promised articles on "Mental Science for the Teacher." These will be written in a language diverted of technical phrases, will point out how the mind grows, what its faculties are and the law to be followed in order to produce its full maturity. They will be valuable.

MODES OF SALUTATION.

Most of us say, "How-de-do!" and think we have said, "How do you do?" "How are you?" is more elegant, perhaps; and "Hope I see you well?" is the habit of some people. Then we shake hands, and women very frequently kiss. In olden times English-speaking people said, "Save you, sir," or "madam," and "God save you;" and long ago men as well as women "kissed for courtesy." Englishmen now consider such salutations as absurd between persons of their own sex. Frenchmen, however, are not ashamed to kiss as they ask, "How do you carry yourself?" and the Germans crush each other, bear-fashion, as they cry, "How do you find yourself?" The Italian gives both an airy clasp and a kiss, after he has flourished his fingers in the air and cried, "How do you stand?" But the Dutchman's "How do you fare?" is generally only followed by a clap on the shoulder. When two Swedes fall into each other's arms, and look over each other's shoulder, they ask, "How can you?" and the Poleander who has lived in the land of sadness, inquires in a melancholy tone, "Are you gay?" In Turkey the people cross their arms, bow low, and say, "I will request of Allah that thy prosperity be increased." The Quaker regards his approaching friend without smile or nod, and quietly remarks, "How is thee?" The Irishman says "The top of the morning to you!" The Romans would say, "Health and safety to you!" But the funniest is the Chinese expression for "good morning," which means, "Have you eaten your rice? and is your stomach working well?"

PUBLISHERS' NOTES.

Commissioner Rayburn, of Pope Co., Ark., says: "I want the JOURNAL or INSTITUTE in the hands of every teacher in Pope Co."

I must thank you for the good your JOURNAL has done me. It has been a constant help. I have looked forth to its coming as I would for a letter from a friend.

I believe your publications to be the best teachers' help published. I am getting \$10 per month more than other teachers who have had better educational advantages than I.

J. E. H.

I am delighted with the JOURNAL. We are trying to adopt the new methods of teaching; but the people need to be educated first. We hope the day is not far distant when the "New Education" will be taught in every school.

D. C. E.

TO EVERYBODY.

If a subscriber, please consult the date on the blue address label on your paper and kindly renew one or two weeks previous to the date there recorded, thus avoiding the loss of any consecutive numbers of the paper, and save 50 cents by so doing.

We respectfully urge our subscribers to make their own remittances direct to us, instead of having a postmaster or news-dealer do it for them. Very often vexatious delays occur, and letters of inquiry are written, all of which might be avoided if the subscriber transacted his own business. We send a receipt to you promptly.

Every reader of the JOURNAL ought to be able to induce some friend or friends to subscribe for the paper, and thus secure himself some of our beautiful premiums.

Subscribers who were members of a club last year can aid us materially by raising other clubs this year. We shall be glad to furnish specimen copies to help any one in getting up a club.

Those who receive this copy of the paper and are not at present subscribers, we strongly urge to at once become so. No other educational paper can furnish you with such a fund of knowledge and be to you such a help and adviser as the JOURNAL.

College, school, and other reading rooms, or individuals desiring to subscribe for any number of other papers, no matter where published, can have an estimate of cost furnished upon application to us; and we will send our revised list of periodicals with which we club at reduced rates to any one asking for it.

HORSFORD'S ACID PHOSPHATE.

—A NERVE FOOD.

Dr. J. W. Smith, Wellington, O., says: "In impaired nervous supply I have used it to advantage."

BOOK DEPARTMENT.

NEW BOOKS.

STORIES OF THE OLD WORLD. Rev. Alfred J. Church. Boston: Ginn, Heath & Co.

These stories, gathered from the writings of ancient classic authors, consist chiefly of free translations expressed in language adapted to the capacity of children. The volume begins with the story of Argo, in which is the account Jason carrying on his shoulders, over the river Thessaly, an old woman, who turned out to be the goddess Heré. In this exploit Jason lost one of his sandals, which sank to the bottom of the stream, a circumstance which ever after rendered it necessary for him to walk about neither barefoot nor shod. This story includes also the history of the mythical golden fleece, and a thousand and one other events of the voyage. Following this is the "Story of Thebes," giving an account of the mythical Sphinx, the attack of the city, and the overthrow of the attacking party while scaling the walls, by the destructive thunderbolts of Zeus. Then comes the "Story of Troy," in which the children are introduced to Prince Paris, and the fair Helen whom the Prince stole, or with whom, perhaps, he eloped. They are then made acquainted with the "Adventures of Ulysses," in which they learn

"What labors were in ancient day
Wrought in wide Troia, as the gods assigned;
And learn, from land to land, the toils of all mankind."

The work closes with the "Adventures of Æneas, his wanderings both by land and sea, his visit to the land of Cyclops, when, though his vessels lay in harbor sheltered by the winds, yet all night long he was made to listen to the thunderings of Ætna, and forever to gaze upon the "clouds of ashes fiery hot," and balls of fire, and rocks made liquid in the blast-furnaces of Jupiter. This story also includes the mythical history of Rome, the she wolf nourishing the twin sons of Rhea Silvia; tells how Cataline hung from the rocks, while the furies threatened him; how Cato gave the people laws; how Augustus led the people of Italy to battle, and how Cleopatra called her people with her timbrel, and how she ended her eventful life; how Cæsar rode through Rome in triumph, and the matrons gathered in the temple. The style of the author is racy and attractive.

THE ELEMENTS OF CHEMISTRY. By F. W. Clarke. New York: D. Appleton & Co. \$1.25.

The author has sought to make a book which should be made available for elementary classes, in which the difficulties of chemical science should be encountered progressively, rather than at the beginning, and has met the needs of those students who are unable to secure the aid of a teacher. In most schools there are two classes of students—those who study chemistry merely as part of a general education, without thought of going further; and those who are likely in time to take a more advanced course of chemical training. For the former class the book is sufficiently full; for the second class it is intended to serve as a legitimate scientific basis for subsequent higher study.

Nearly all the experiments cited in this volume are of the simplest character. The greater number of them can be easily performed by the pupil himself, with no more complicated apparatus than can be improvised from such common materials as are everywhere at hand. The chemicals, with few exceptions, are inexpensive, and within the reach of every school. Every experiment should be studied, not as an amusement but for what it signifies; and if there are not means for performing it just as it is described, other means may be readily devised. The student who constructs his own apparatus understands its working much better than if he had bought a far more elegant outfit of some dealer.

The questions and exercises at the end of the book are merely hints to aid both teacher and pupil in their work. The problems, in particular, are only tentative. Throughout the book shows painstaking and careful thought. It adds another to the many valuable volumes in this most interesting and important field of study.

LESSONS IN CHEMISTRY. By William H. Greene, M.D. Philadelphia: J. B. Lippincott & Co. \$1.25.

This is quite a full treatise on the subject of Chemistry, of 355 pages and LXIII. Chapters. The commencement is simple, the experiments easy, the explanations lucid, and the arrangement progressive. The spirit of the book can be judged by the author's "Advice to Teachers." He says the object of a limited course in chemistry is not to make chemists of the pupils, but to teach them what chemistry is, what it has accomplished, and what it may accomplish. The study of science can be made attractive only by arousing natural curiosity as to the

cause of natural phenomena, and no greater mistake can be committed than to endeavor to make the facts of chemistry dependent upon its theory. The successful teacher of chemistry is not only thoroughly familiar with his science; he loves it. It is not enough that he has read several text-books on chemistry; he must be practically acquainted with all the phases of the facts with which he deals, and must have at least a general knowledge of the literature of the subject. His endeavor will then be to impart to his pupils some part of his own enthusiasm.

Chemistry should be taught, first, by the careful examination of facts, then by the theoretical examinations suggested by these facts. By new experiments the interest of the pupil is at once awakened, and will not flag during the consideration of the theory which explains the experiments.

The only criticism we offer is that, perhaps, the author has presented more than is necessary for class use. The pupil should be given something to reason out and conclude for himself. This subjects presents admirable opportunities for the development of independent observation, conclusion and expression. Theories are excellent, but they should result from a course of thinking that has made the pupil to some extent their discoverer.

OUTLINES OF SENTENCE-MAKING. A brief Course in Composition. C. W. Bardeen. New York and Chicago: A. S. Barnes & Co.

The instruction in Sentence-Making here given differs from that usually found in so-called "Composition Books," in that it treats the subject from a point of view purely rhetorical. Hence arrangement of words, phrases, and clauses are made prominent, the principles under this head being distinguished from the rest under the title of "Observations." The treatment of Punctuation is particularly complete and clear. Throughout the book there is a profusion of illustrations, especially essential. Anecdotes have been chosen wherever practicable, because a blunder that is ludicrous is more easily remembered and avoided. The bearing of the anecdote on the principle illustrated will not always be seen at a glance by most pupils; but the point will be found when searched for, and the profit will be greater for the search. Throughout, the author has aimed to be suggestive rather than exhaustive; to quicken thought as well as to convey information.

Under Sentence-Making, the author has treated of Simple, Compound, and Complex Sentences; and under Punctuation is found Absolute Rules and Rules Dependent upon Judgment. The whole work bears the mark of a practical and skillful hand.

METHODS OF TEACHING GEOGRAPHY. Notes of Lessons, by Lucretia Crocker. Boston: Boston School Supply Co.

The author, in responding to an invitation to present methods of teaching geography, was embarrassed by the breadth of the subject to be treated in so limited a time. A mere outlining of a plan of study would be neither helpful nor satisfactory. It seemed desirable, therefore, to indicate the stages of a progressive course of study, and to present methods of teaching a few important points. The topics selected for fuller treatment were among those that require simple and careful presentation by teachers, in order that the concise statements of the text-books may be comprehended by pupils. These topics, when illustrated in their proper connections in regular class-teaching, will not have the undue prominence that was given them designedly in this brief course of lessons.

Intelligent teachers who can apply these outlines in the spirit of teaching and not arbitrarily follow the plans here presented will find great aid from this volume. The great difficulty with such books as these is that many place what is given instead of original thought. Miss Crocker's suggestions are sound and her outlines, although by no means exhaustive, and in some instances wanting in logical arrangement, are full of helpfulness.

THE LAWS OF HEALTH. Physiology, Hygiene, Stimulants, Narcotics: for educational institutions and general readers. Joseph C. Hutchinson, M.D., LL.D. New York: Clark & Maynard.

The object of this work is to present in clear and concise language the knowledge of to-day concerning the laws of health and the effects of narcotics and stimulants upon the human system. Enough of anatomy and physiology has been introduced to enable the pupil to study intelligently the laws by which health may be preserved and disease prevented. It is specially designed to meet the requirements of grammar schools, but is also adapted to those of a higher grade.

A feature of the work is the relation of stimulants and narcotics to the laws of health, a subject which is now receiving a large share of public attention. Correct instruction upon this subject will diminish the use of stimulants and narcotics, and all the bad consequences which so frequently follow.

The discussion of disputed points has been avoided. The work is clearly written, well illustrated and full of just such practical suggestions as all thinking teachers will value. The subject of hygienic physiology is becoming more and more a necessary branch of instruction in all good schools. This work will at once take its place among our standard treatises.

FIRST LESSONS IN PHYSIOLOGY AND HYGIENE, with Special Reference to Alcohol, Tobacco, and other Narcotics. Charles K. Mills, A.M., M.D. Philadelphia: Eldridge & Brother. 85 cents.

There has recently been a general revision of all our standard works in Physiology and Hygiene, with reference to the demand of temperance and better living. The work of our schools is rapidly becoming more practical, in obedience to a popular demand of the "New Education" for a reform in our methods of teaching. This work of Dr. Mills' is not a revision, but an entirely new treatise, written from both a professional and practical standpoint. It presents the most important elementary facts, while avoiding technical language. Each chapter is complete in itself, embracing a definite subject. At the close is found a Syllabus, and Questions for Review. The chapter on "Alcohol, Tobacco and other Narcotics," contains, among others, discussions on Stimulants, Fermentation and Distillation, Alcohol and Food, Alcohol in relation to Cold and Heat, its effect on the Digestion and Stomach, the Liver, Heart and Kidneys, and on Dogs. These and other kindred topics are thoroughly treated in such a manner that even young people can easily comprehend the author's meaning. It adds one more to the books, designed to create a healthier public sentiment on this important subject.

HOW TO THINK, AND WHAT TO WRITE. Elizabeth H. Allen. New York: Daniel Van Winkle, Jr.

"How to Think, and What to Write" is a convenient and ingenious attempt to assist the teacher to make composition work easy and pleasant. The plan, first, leads scholars to think, by awakening in their minds lively conceptions of the qualities of objects; secondly, it teaches them to arrange and systematize their thoughts; and, thirdly, to express themselves clearly and intelligently on paper. It embraces rules for the use of capital letters, rules for punctuation, and marks for criticism. It points out common faults and shows how to avoid them. It names a variety of subjects, suggesting under each a mode of treatment adapted to the age and capabilities of the pupil.

Book first is designed for pupils from eight to twelve years of age. Book second is designed for pupils from twelve to fifteen, and over. Following these rules and suggestions are a large number of blank sheets for compositions. At or near the close of each book are directions for making outlines of the subjects. To cultivate variety and precision, a list of words which frequently occur in composition, with their synonyms, is appended.

AN ABRIDGEMENT OF THE HYGIENIC PHYSIOLOGY, with Special Reference to Alcoholic Drinks and Narcotics, for the Use of Junior Classes and Common Schools. J. Dorman Steele, Ph.D. New York and Chicago: A. S. Barnes & Co.

This book is an abridgement of Dr. Steele's larger work on this subject, and contains all that is necessary for any teacher to have. It is really a *multum in parvo*, and admirably adapted for practical use. It contains, besides the Introduction, chapters on the Skeleton, Muscles, Skin, Respiration and the Voice, Circulation, Digestion and Food, Nervous System, Special Senses, and a valuable Appendix. We heartily commend the volume to our readers.

A SHORT HISTORY OF THE REFORMATION. John F. Hurst, D.D. New York: Harper & Brothers.

In its hundred and twenty odd pages this work outlines the career of Luther with reference to the "Reformation," the contemporary movement in Switzerland under the guidance of Zwingli, and the rising of a kindred spirit in other continental countries. The leading principles and leading men are described, and the significance of the different discussions at every phase of the great movement is clearly presented.

From Death's Door.

Many who were thought by physicians and friends to be at death's door have been restored to their families and to comparative good health by the new Vitalizing Treatment of Drs. Starkey & Palen, 1109 Girard St., Philadelphia. The cures in Consumption, Catarrh, Neuritis, Bronchitis, and various Chronic diseases are indeed wonderful, and are attracting wide attention. Nothing like it is known in medical history. If you have an interest in learning all about this new Treatment, write to them, and pamphlets and reports of cases will be promptly mailed.

JOHNSON'S NEW UNIVERSAL CYCLOPÆDIA—"THE BEST"—Planned by Hon. Horace Greeley, LL.D.

Pres't F. A. P. BARNARD, LL.D., Columbia College, N. Y. }
 Prof. ARNOLD H. GUYOT, LL.D., College of New Jersey. } *Editors in Chief.*

Who wrote and signed more than 150 of the 8000 great special articles, besides supervising the whole work.

It has 31 Departments with an editor of the highest scholarly standing for each, viz.: "Public Law," etc., by Pres't T. D. WOOLSEY, LL.D.; "Civil Law," etc., by Prof. T. W. DWIGHT, LL.D.; "American History," etc., by Hon. HORACE GREELEY, LL.D., and Hon. ALEX. M. STEVENS, LL.D.; "Botany," etc., by Prof. ASA GRAY, LL.D.; "Medicine," etc., by Prof. WILLARD PARKER, M.D., LL.D., etc., etc.

Testimonials from the Highest Authorities in the World, including Fifteen of our Greatest Institutions of Learning, viz.:

Harvard University,
Yale.

Brown University,
Dartmouth,
Williams.

Cornell Univ'y,
Amherst,
Hamilton,
Rochester Univ.,
Richmond, etc.

For particulars to obtain
or sell it, etc., address

A. J. JOHNSON & CO., Publishers, 11 Great Jones Street, N. Y.

We want Six Responsible Men to act as General Managers for "Johnson's Family Atlas."

ALWAYS behind hand—the wrist.

A "LITERARY bureau"—the book-case.

"If I rest, I rust," is a German proverb. "If I trust, I bust," is the American version.

Did it ever occur to you that when the Sultan goes to cross the Bosphorus he takes the caïque?

"How Can a Woman Tell?" is the title of a recent poem. Humph! How can she help telling?

CHURCH music is sold by the choir. Drum music, and much of the piano kind, comes by the pound.

PEACHES in New York are two dollars each—one dollar for the peach and one dollar for the doctor.

"YES," said the old sailor, "I've been so far north that when the cows were milked they gave ice cream."

"CAN a noun in the plural number be also in the singular number?" Oh, yes. For instance: Drugs are a drug in the market.

"AN' that's the pillar of Hercules?" she said, adjusting her silver spectacles. "Gracious! what are the rest of his bed-clothes like, I wonder."

FASHIONABLE young ladies have their pet cats photographed. We're glad of it. Cats always do appear to better advantage when they're taken from life.

"THAT is a sweeping argument," said a boy, when his mother used a broom to convince him that he should have been at school instead of fishing for sun-perch.

HERE is a composition handed by a boy to his teacher in Norwich, Conn.: "On Boys. A boy is a animal. His use is to carry wood. He is made of bones."

FOND mother: "Are you better, my dear?" Little Effie: "I dunno—is the jelly all gone?" Fond mother: "Yes." Little Effie: "Well, I'm well enough to get up, then."

"AN agricultural exchange, in an article on 'How to feed Horses,' mentions feeding 'corn in the ear' as one way. This may be an economical way, but it must be excessively painful to the horse."

"WHAT is the price of this axle-grease?" asked a new clerk of a grocery dealer; "there is no mark on it."

"It depends on your customer. If he asks for axle-grease charge him fifteen cents a pound, but if he wants butter, make it thirty-eight cents."

"TRIED and true," is Dr. Graves' Heart Regulator, a cure for all forms of Heart Disease. Price, \$1.

IT WILL PAY

Any live, active, energetic and enthusiastic teacher to secure the agency for our publication at his next Co. Institute. A gentleman with experience and influence preferred. Our papers are the oldest, most widely circulated, and best known in the country. Now is the time to begin to make arrangements. Complete set of advertising blanks free. Liberal arrangements made with good men. Please give references and all other particulars. Address E. L. Kellogg & Co., Educational Publishers, 21 Park Place, N. Y.

IT WILL PAY

TRAVELLERS' GUIDE WEST SHORE ROUTE.

NEW YORK, WEST SHORE & BUFFALO RAILWAY.

The picturesque route along the West Shore of the Hudson and through the valley of the Mohawk. Best built and equipped trunk line between the seaboard and the West. Shortest and most direct route to Catskill Mountains, Saratoga, and the resorts of Northern New York State.

Shortest route between Boston, Buffalo, Detroit, and Chicago, via Hudson Tunnel route, Niagara Falls, and the popular Great Western Railway. Elegant day coaches with lavatory conveniences. Magnificent Pullman Buffet, Parlor and Sleeping Cars. Depots foot of Cortlandt, Desbrosses and West Forty-Second Streets, New York, and foot of Fulton Street, Brooklyn.

Tickets, time-tables, and information can be obtained at the Company's stations, at ticket offices in New England and throughout the West, and at City Freight and Passenger Office, 263 Broadway, New York. For further information address

HENRY MONETT, General Passenger Agent,
No. 24 State Street, New York.

(Cut this out and preserve it.)

TO TEACHERS and others interested in Educational work. If you contemplate attending the meeting of the National Educational Association, to be held at Madison, Wis., on July 15th to 18th, 1884, you should go from Chicago to Madison via the Chicago and North-western Railway for the following reasons:

1. It is the shortest line between these points.
 2. It runs seven fast trains daily from Chicago to Madison and return.
 3. Northwestern Dining Cars, Palace Sleeping Cars and Parlor Cars are run on its trains.
 4. Its Road-bed and other track and train equipments are the best in the world.
 5. All passenger coupon ticket agents will be permitted to sell through tickets via this line; and
 6. This Company will give a special rate to this meeting, of one full fare Chicago to Madison, and one-fifth fare returning.
- This is also in all respects the best route to St. Paul, Minneapolis, Denver, San Francisco, and all points in Dakota, Montana, Washington Ter., Oregon, Alaska, Colorado, Wyoming, Utah, and California.
- For all particulars required write to the Gen. Passenger Agent, C. N. W. Ry., Chicago, Ills.

PEOPLE'S LINE.

—STEAMERS—

DREW and ST. JOHN.

The Popular Passenger Evening Line
ON THE HUDSON RIVER.

Leave NEW YORK for ALBANY from Pier 41, North River, foot of Canal Street, every day at 8 P. M.

Tickets sold and baggage checked to all points, North, East, and West. Leave ALBANY for NEW YORK, at 8 P. M.

New York Central and Hudson River Railroad Tickets good for Passage and Stateroom berths.

J. H. ALLAIN, General Ticket Agent,
M. B. WATERS,
General Passenger Agent, Pier, 41 N. R. N. Y.



Cuticura

A
POSITIVE CURE
for every form of
SKIN & BLOOD
DISEASE.

FROM
PIMPLES to SCROFULA

ITCHING, Scaly, Pimples, Scrofulous, Inherited, Contagious, and Copper Colored Diseases of the Blood, Skin, and Scalp, with loss of Hair, are positively cured by Cuticura.

CUTICURA RESOLVES, the new blood purifier, cleanses the blood and perspiration of impurities and poisonous elements, and removes the cause.

CUTICURA SOAP, an exquisite Skin Beautifier and Toilet Requisite, prepared from Cuticura, is indispensable in treating Skin Diseases. Baby Rashes, Skin Eruptions, Chapped and Oily Skin.

CUTICURA RESOLVES are absolutely pure and the only reliable Blood Purifiers and Skin Beautifiers. Sold everywhere. Price, Cuticura, 50 cents; Soap, 25 cents; Resolvent, \$1. Prepared by FORTY DAVE and CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

Partner Wanted

to manufacture the Geographical Locator, an Educational Device. Patented.

Address, S. T. EROS, Elm, Ill.

COOK COUNTY (ILL.) NORMAL SCHOOL SUMMER INSTITUTE.

AT NORMAL PARK, ILL.,
BEGINNING JULY 21, 1884, and CONTINUING THREE WEEKS

FRANCIS W. PARKER, Principal.

FRANCIS W. PARKER

Will give fifteen Talks upon the Theory and Practice of Teaching: Reading, Writing, Spelling, Language, Geography, History and Manual Training. Tuition, \$7.50.

MRS. FRANCIS W. PARKER,

Late Teacher in the Boston School of Oratory. Fifteen Lessons upon Elocution and the Delsarte System of Expression. Tuition, \$5.00.

W. W. SPEER,

Late Supt. Schools, Marshall Co., Iowa. Fifteen Lessons upon the Theory and Practice of Teaching Arithmetic, Grube Method of Numbers, Moulding in Clay as a means of teaching Form and Geometry, Industrial Education in Country Schools. Tuition, \$5.00.

ALEXANDER E. FRYE,

Fifteen Lessons in the Theory and Practice of Teaching Geography, with Moulding in Sand and Drawing. Tuition, \$5.00.

MISS BETTY HARRISON.

Fifteen Lessons upon the Kindergarten and its adaptation to Primary Schools. Tuition, \$5.00.

All persons who propose to attend the Institute will please notify the Principal at once, stating the subject or subjects they desire to take. Mention the "Journal" in writing.

THE 1 IN A 1000!

"TO LOVE AND BE LOVED"

Beautiful Song and Chorus by T. P. Westendorf. Author of "I'll take you home again Kathleen." EXQUISITE WORDS AND MUSIC. "To love and be loved is the greatest pleasure of our existence."—Sydney Smith. Sent by mail to any address postpaid, on receipt of thirty cents.

THE NEW MUSICAL CURRICULUM.

THE IDEAL PIANO INSTRUCTOR.

By DR. GEO. F. ROOT.

When this method first appeared, it was in ADVANCE of the popular notion concerning Musical Instruction; with progressive teachers it has been the standard from the start. NOW it is acknowledged, both in America and Europe, as the BEST and MOST POPULAR PIANO METHOD IN EXISTENCE.

The Elements are PROGRESSIVE in Character!! The Exercises are PROGRESSIVE in Statements!! The Pieces are PROGRESSIVE in everything!! Price by mail, post-paid \$2.00.

Published by

JOHN CHURCH & CO.,
CINCINNATI, OHIO.

CHARLES DeSILVER & SONS,

No. (G) 1302 Walnut Street, Philadelphia.

PUBLISHERS OF

INTERLINEAR CLASSICS.

"We do amuse to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON. Virgil, Cicero, Horace, Ovid, Sallust, Cæsar, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each, \$2.50.

Clark's Practical and Progressive Latin Grammar; adapted to the Interlinear Series of Classics, and to all other systems. Price, \$1.50. Sargent's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Manasco's French Series, etc.

Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

GEN. SHERMAN cannot restrain his boisterous merriment over the Nashville man who had to pay \$800 for kissing a school teacher.

Remington Standard Type-Writer.

Educators, Literary Workers,



have you thought of the benefit you would derive from the use of the 1 type-writer? It would diminish the labor of writing one half, and double the speed.

STUDENTS, a knowledge of the type-writer should be a part of your education; it will pay you well.

Send for particulars and testimonials to

WYCKOFF, SEAMANS & BENEDICT,
281 & 283 Broadway, New York.

IN PRESS

To be issued immediately.

EDUCATION BY DOING.

By ANNA JOHNSON,

of the Children's Aid Schools, New York.

An entirely new and original work, written by a highly successful teacher, containing a large number of ingenious ways of employing pupils in educative occupations. It is written from the standpoint of the "New Education" and has been arranged and introduction written to it by Mr. E. R. SHAW, of the High School, Yonkers, New York. Further announcement will be made when book is issued.

E. L. KELLOGG & CO.,

12 Park Place, New York



GOOD NEWS TO LADIES!

Greatest inducements ever offered. Now's your time to get up orders for our celebrated Teas and Coffees, and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Gold Band or Moss Rose China Dinner Set, or Gold Band No. 1 Decorated Toilet Set. For full particulars, send for our GREAT AMERICAN TEA CO. 21 and 23 Vesey St., New York.

Publisher's Department.

TERMS OF SUBSCRIPTION.

The School Journal, published weekly, 50 numbers a year, at the following rates, which include postage:

\$2.50 per Year; \$2.00 if Paid in Advance.

Special rates for clubs will be sent on application.

The label on each paper shows up to what date the subscriber has paid. If the publishers do not by that date receive a request from the subscriber that the paper be discontinued, they will continue to send it. The paper will, however, be stopped at any time thereafter, if the subscriber so desires, and remits the amount due for the time he has received it.

The date against your name on the address of your paper shows to what time your subscription is paid.

Subscriptions will be received for three months or six months from those who wish to make a trial of the paper.

Subscribers asking to have the direction of a paper changed, should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent.

The Courts have decided that all subscribers to newspapers are held responsible until arrears are paid and their papers are ordered to be discontinued.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

Advertising rates will be sent on application to the Business Manager, JEAN ISIDORE CHARLOIS, 21 Park Place, N. Y.

E. L. KELLOGG & CO.,
Educational Publishers,
21 Park Place, New York.

Treasure-Trove

FOR JULY

Opens as usual with a fine and appropriate frontispiece, accompanied by an article, "The Lion and His Month," by Oscar R. Hart. Papers of especial timeliness appears on "Baiting and Swimming," by Edward F. Holt; "The Republican Candidates," with portraits; "How the President is Elected," by Allston Hughes; "A Queer Family," by E. L. Benedict; "Keep Cool," by I. C. Kell; and "The Times," by Alex. E. Leeds. Other interesting contributions are, "The Way to Success," by W. Randolph; "In a New York Art School," by Amy B. Kellogg; "Thinking and Working," by Harvey Birch; "Authors Worth Reading"; and a sketch, "Taking His Pick," by Nelson F. Wells. The story of "The Boy who Tried" is concluded; the page "for the scholars" has some excellent contributions; "The Little ones" are well remembered; the departments are full of interesting words from the "boxers"; and poetry, original and selected, completes a particularly good number.

Only 50 cents a year. Address,

E. L. Kellogg & Co.,
21 Park Place, N. Y.

TEACHERS and educationists have long been familiar with the name and reputation of Messrs. Ivson, Blakeman, Taylor & Co., and have come to accept their textbook publications as recognized standards. Their list of books in another column includes many new and carefully prepared works, together with their well-known standard series in the several branches of study. Among other names in their list we notice that of Professors Swinton and Guyot, the only two American authors of school books that have received gold medals at the Paris Exposition. The firm, whose address is 753 and 755 Broadway, N. Y., cordially solicit correspondence, and will send, on application, descriptive circulars and catalogues giving special prices for introduction. Sample copies will be furnished to teachers for examination at nominal prices.

THERE are certain books without which no library can make any pretension to completeness, and among such may be included some of the volumes offered by Messrs. Houghton, Mifflin & Co., in their Biographical Series, advertised in another column. Not the least admirable of the features of this series is the exceedingly convenient size of the volumes, which are square 16mo. The very low price at which they are published will be an added attraction for limited purses. As Carlyle says: "Biography is the most universally pleasant, universally profitable of all reading." Each of these sketches has a famous subject; and every one of the writers is widely and favorably known. Besides these, many will find a treat in the Little Classics, edited by Rossetti Johnson, which consist of eighteen handy little volumes, containing many of the choicest stories, sketches, and short poems in English literature.

In view of the Commencement Season, Macmillan & Co. are issuing a new and revised edition of their valuable Educational Catalogue, forming a volume of over 100

pages, 12mo, embodying, besides their own comprehensive list, the well-known Clarendon Press Series, and Pitt Press Series of Oxford and Cambridge Universities. As containing works by men of the highest eminence in the educational world, this catalogue should have much interest both for the profession and for the earnest student.

Messrs. Chas. De Silver & Sons, of Chicago, offer to schools and colleges their "Interlinear Classics," also Sargent's "Standard Readers." These books are very valuable, and are found in some of the best schools of the country.

In ordering text-books, it is always well to select those best adapted to the wants of the student and teacher. These books will be found just the thing.

Among the oldest and most widely known of manufacturers of school and laboratory apparatus is Mr. E. B. Benjamin. Individuals and school boards desirous of purchasing materials for their school-rooms will do well to call or send for a catalogue. See advertisement in another column.

Messrs. Baker, Pratt & Co., 19 Bond St., N. Y., keep on hand a full stock of school-books, desks, globes, charts, etc. In fact everything useful and beautiful for the school-room may be found here. Teachers and others will do well to examine their goods before purchasing elsewhere.

To those who are looking for furniture for their school-room, we recommend the Boston School Supply Co., 19 Bromfield St. Everything required in the modern school-room can be obtained here. Their special line is in school maps and charts. Old and reliable houses should always receive preference in making purchases, for their reputation is due to the quality and popularity of their goods.

Lemuel J. Curtis, a millionaire of Meriden, one of the founders of the Meriden Britannia Company, and president of the Miller Brothers' Cutlery Company, has built and donated a public institution for the care and support of orphans and aged women, at Meriden, Conn. He has, in addition, endowed the Home with the income of \$250,000 for its maintenance. Mr. Curtis is one of Meriden's most substantial citizens, prominent in every good work, taking a lively interest and subscribing liberally to every enterprise calculated to advance the interest of the city.

A school is hardly complete without a globe of some sort, and it ought to be numbered among the acquisition at every school-room in the country. Every one that realizes this obvious fact, and is on the look-out for the best opportunity to purchase, will do well by writing to H. B. Nims & Co., Troy, N. Y., for their catalogue, representing many sizes and styles of these globes, of which they make a specialty.

IMPORTANT.

When you visit or leave New York City, save Baggage Expressage and 23 Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 Elegant rooms, fitted up at a cost of one million dollars, at \$1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

Agents and others desiring profitable employment will do well to write to Messrs. Bradley & Co., after reading their advertisement, which may be found in another column. Live persons always make money at agencies.

The N. Y. Silicate Book Slate Co., of 191 Fulton street, this city, have manufactured the largest blackboards ever made. They have now in their office some 64 feet by 124, which are well worth examining.

It is said that the peculiar sunsets are caused by the sun trying to set by the new standard time.

STATEN ISLAND

FANCY DYEING ESTABLISHMENT,
Office, 5 & 7 John St., New York.

BRANCH OFFICES:
1199 Broadway, near 29th St., N. Y.
279 Fulton St., Brooklyn.
47 North Eighth St., Phila.
43 North Charles St., Baltimore.

Dye, Clean, and Refinish Dress Goods and Garments. Ladies' Dresses, Cloaks, Robes, etc., of all fabrics, and of the most elaborate styles, cleaned or dyed successfully without ripping.
Gentlemen's Garments cleaned or dyed whole.
Curtains, Window Shades, Table-Covers, Carpets, etc., cleaned or dyed. Employing the best attainable skill and most improved appliances, and having systematized every department of our business, we can confidently promise the best results, and unusually prompt return of goods. Correspondence invited. Goods received and returned by express and mail.

BARRETT, NEPHEWS & CO.,
5 and 7 John St., N. Y.

The True Elixir of Life

Is **AYER'S SARSAPARILLA**, a highly concentrated Medicine, scientifically compounded of the genuine Honduras Sarsaparilla, Yellow Dock, Mandrake, Stillinger, Iodides of Potassium and Iron, and other ingredients of great strength and curative virtue.

AYER'S SARSAPARILLA
Has been tested by and has received the unqualified commendation of 4,000,000 families in the United States, and 7,000,000 families throughout the world.

AYER'S SARSAPARILLA
Is the only Blood Purifier that has gained and retained the confidence of the people of tropical countries, where such medicines are in great demand.

AYER'S SARSAPARILLA
Is the most popular Blood Purifier among sailors, and is in nine-tenths of the medicine-chests of the best class of American, English, German, and Danish vessels.

AYER'S SARSAPARILLA
Contains no Arsenic and Aloes, as do many falsely called Alternatives foisted upon the credulity of the public.

AYER'S SARSAPARILLA
Has been for many years recognized as the best Alternative and Tonic Medicine in all civilized countries.

AYER'S SARSAPARILLA
Promptly relieves from General Debility, Nervous Prostration, and Derangement of the Vital Organs.

AYER'S SARSAPARILLA
Effects radical cures of all maladies arising from the taint of Scrofulous or Contagious Diseases, or the corruption of Mercury in the system.

AYER'S SARSAPARILLA
Is endorsed by the medical profession and regularly prescribed by many leading practitioners.

The attestations of a myriad of unimpeachable witnesses might be cited, were it necessary, to prove the almost miraculous cures effected by this only really Blood Purifying Medicine.

Ayer's Sarsaparilla,

PREPARED BY

DR. J. C. AYER & CO., [Analytical Chemists] LOWELL, MASS.

Sold by all druggists; price \$1; six bottles for \$5.

The Columbian Institute

FOR THE

CURE OF CHRONIC DISEASES,

142 EAST 34TH ST., NEW-YORK.

A Public and Professional Institution organized under the laws of the State, governed by a Board of Trustees and a Medical Board, founded on a plan which enables every Physician to be a part owner and controller, and to obtain the right to attend patients within its walls, and indorsed originally by four-fifths of the Medical Faculty of New-York.

It is equipped with every kind of bath, static and every form of electricity, and all other appliances for its work.

It proposes not merely to relieve exacerbations, but TO CURE all kinds of curable chronic diseases, such as Rheumatism, Gout, Rheumatic Gout, Bronchitis, Asthma, Catarrh, Fever and Ague, Dyspepsia, Affections of the Skin and Nervous System, Congestions of the Throat, Spine, Joints, and of the Liver, Kidneys, Lungs and other Internal Organs, by a judicious combination of internal and external treatment.

Turkish and Russian Baths, with or without electro-magnetism or galvanism, and Roman and electric water baths given to those who use them as luxuries, or for the preservation of health.

Persons desiring further information will readily secure it by addressing

T. N. HOLDEN, M. D., Secretary,
142 East 34th St., New York.

FULTON & EASTMAN'S

BOOK-KEEPING.

This revision embodies improvements suggested by various teachers, and those made necessary to keep this ever-popular work fully up to the present requirements for a text-book on Book-keeping.

For twenty-years no agency-work whatever has been used to extend the use of this book, and the remarkable tenacity with which it has retained its popularity attests the hold Fulton & Eastman's Book-keeping has upon the good opinion of educators.

Over 130,000 have been sold, and the demand continues. Single copies for examination, with a view to introduction, will be sent by mail, post-paid upon the receipt of 50 cents, and a full set of blanks upon receipt of 45 cents.

Retail price of the Text-book is \$1.00 and for six Blanks, 75 cents.

H. B. NIMS & CO., Publishers, Troy, N. Y.

Cut This Out & Return to us with TEN CTS, you'll get a GOLDEN KEY of 500000. That will bring you in MONEY, in One Month, than anything else. Absolute Certainty. Send no money. At Young, 175 Greenwich St., N. Y.

HON. F. JEWETT, ex-Mayor of Lowell, and ex-State Senator, says that the only preparation of Sarsaparilla that seems to do "real, lasting good" in cleansing the blood and expelling poisonous matter from the system, is

AYER'S SARSAPARILLA.

MILTON FOX, the largest land-owner and farmer of Middlesex Co., Mass., credits his cure of Scrofulous Humor and Dyspepsia to the thorough purification of his blood by

AYER'S SARSAPARILLA.

WARREN LELAND, the famous New York landlord, testifies, from his own knowledge, that for the cure of Liver Disorders, Gout, Salt Rheum, and various results of high living, there is no medicine equal to

AYER'S SARSAPARILLA.

HIRAM PHILLIPS, Glover, Vt., attests the cure of Hereditary Scrofula, in three generations of his family, by

AYER'S SARSAPARILLA.

THOS. N. COOK, West Somerville, Mass., was cured of severe Eczema, and rescued from a rapid decline, by

AYER'S SARSAPARILLA.

THE SISTERS OF CHARITY, Dorchester, Mass., vouch for the Alternative and Curative virtues of

AYER'S SARSAPARILLA.

JOHN J. RYAN, Philadelphia, Pa., professional base-ball player, was cured of Rheumatism by

AYER'S SARSAPARILLA.

D. B. KERR, Big Springs, Ohio, testifies that his son, fifteen years old, was cured of Catarrh in its worst form, by

AYER'S SARSAPARILLA.

AMHERST WHITMORE, Brunswick, Me., retired sea-captain, was cured of a Cancer by

AYER'S SARSAPARILLA.

The attestations of a myriad of unimpeachable witnesses might be cited, were it necessary, to prove the almost miraculous cures effected by this only really Blood Purifying Medicine.

No. 3. RECEPTION DAY

EDITED BY
AMOS M. KELLOGG.

100 pages. Handsome paper cover, 30 cents.

CONTENTS.

The Story of a King.-R	9	What Boys are Wanted,	85
The Writing Club.-Dia	11	Fun.-Dec.	86
Death and Immortal-	15	For Memorizing.-P.C.	87
Clear.-as Mud.-Dia.	16	"Real Hard Study."	88
The Song of the Little	18	The Model American	91
Builders.-Recitation	19	Girl.-Re.	91
A Great Inheritance.-	19	Being a Boy.-Dec.	91
Declaration.	20	Confucius Club.-Dia.	93
For Memorizing.-Fri-	20	Ho! Reapers of Life's	95
mary Class.	23	Harvest.-Rec.	95
The Little Grave.-Re-	24	Advice to a Young	96
We Weathercock.-Dia	24	Man.-No. II.-Rec.	96
We Parted in Silence.-	25	Modern Life.-Dia.	97
Recitation.	26	Our Country and Our	101
Slang.-Dialogue.	27	Home.-Rec.	101
Demosthenes to the	27	Work or Spoil? by Appear-	102
Athenians.-Dec.	29	Judging by Appear-	103
A Day's Absence from	29	ance.-Dia.	103
School.-Dialogue.	30	The Light House.-Rec.	109
Washington.-Dec.	42	The Mind and Its Cre-	110
Seven Points for Boys.	43	ations.-Dec.	110
Recitation.	43	Hands.-Rec.	112
Rob Sawyer's Evening	44	Showing Off.-Dia.	112
Party.-Dialogue.	50	When I'm a Man.-Do.	119
For Memorizing.-P.C.	52	Intemperance.-Dec.	122
Good Night.-Do.	53	A Colored Witness	123
"Shall" and "Will."	54	Enslavement.-Do.	125
Dialogue.	54	Work Conquers.-Do.	128
Liberty and Drunken-	57	For Memorizing.-Fri-	134
ness.-Declaration.	58	mary Class.	135
If I were You.-Rec.	59	Advice to Girls.-Dec.	135
For Memorizing.-P.C.	62	Johnny's Pocket.-Rec.	137
Advice to a Young	62	Making a Living.-Dia.	139
Man.-No. I.-Decla-	65	Learn to Say No.-Dec.	141
Heating a Lecture.-D	66	The Old School-House	142
Be in Time.-Rec.	68	Two Ways of Looking	144
Peter Cooper.-Dec.	68	at It.-Dia.	144
Discussion of the Ques-	68	Pride of Ancestry.-Rec	147
tion. Do Animals	68	A Boy's Complaint.-to	148
Think "P"-Dia.	68	Subject for Essay.	150
The Little Philosopher	68	What his Uncle Said.	150
Rec.	68	Do.	152
The Rule of Life.-Dec	82	The True Girl.-Dec.	152

Order of your Bookseller, Newdealer, or send direct to the Publishers.

E. L. KELLOGG & CO.,
EDUCATIONAL PUBLISHERS,
21 Park Place, New York.

MILLER BROS. Trade Mark on Steel Pens, Ink Erasers and Pencil. Outlery guarantees quality. Largest makers of Fine Crucible Steel Pens in the country. STEEL PENS with style and action suited to every hand. All assortment of Pens mailed on receipt of 25 cents.

Price List furnished on application. Sold by all dealers. The Miller Bros. Outlery Co., Meriden, Ct.